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66

CHICAGO 4, ILLINOIS

January, 1961

Teachers Reject Rating

Majority in Chicago Petition Board to Drop Plan 'at Once'

CHICAGO, Ill. — Chicago teachers have rejected the merit rating system of pay almost *en masse*.

John M. Fewkes, president of the Chicago Teachers Union, Local 1, handed the board of education petitions signed by 12,691 teachers in the system asking the board to "drop the subject at once for all time."



Mr. Fewkes

Fewkes told the board that the signers represent 86 per cent of the regularly certified teachers in the public schools. The single-salary wrecking and morale-breaking rating device had been discussed at board meetings previously by Supt. Benjamin C. Willis and members.

The discussions came up as in many cities previously and currently, while teachers were asking for a cross-the-board pay increases. The Chicago Teachers Union, representing a majority of the faculty, had requested a \$500 across-the-board raise.

Text of Petitions

The Chicago Teachers Union petitions asking that projections or discussions of merit rating in the city be dropped, read:

"We, the undersigned, being teachers in the Chicago public

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Portland, Ill., Fights Merit Plan, Joins OFT for Tenure

PORTLAND, Ore.—The Portland Teachers Union, Local 111, is currently opposing so-called merit rating in this city while, along with the Oregon Federation of Teachers, it is also fighting proposed amendments that would wreck the state tenure law.

Dale Henderson, Local 111 president, submitted a statement

to the Portland school board exposing frauds in the merit plan, and four days later appeared with Phyllis Hutchinson, OFT president, before a legislative interim committee in support of the tenure law.

Among other things the teachers unions opposed the lengthening of the probationary

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Six International Labor Press Association Awards and Citations to American Teacher publications in two years: Richard C. Howard of Washington, D. C., ILPA president, presents American Teacher magazine citations for editorial excellence and best front page to Marie L. Caylor, editor, at association's annual convention in Detroit. The 'Teachers' took four awards and citations last year. Story below.

Salary Survey Shows Small 1959-60 Raises

Reductions in Some Districts Called Spur to Summer Study

CHICAGO, Ill.—Generally numerous but mostly small salary increases, schedules that continue to vary greatly from city to city, and cut-backs in increments at the top of many Bachelor's lanes to spur summer study, as well as inadequate incentive pay for higher degrees, are revealed in this year's American Federation of Teachers salary survey.



Dr. Reuter

The survey includes salary schedules effective Sept., 1960, in 855 school districts of more than 10,000 population. It was con-

ducted by Dr. George S. Reuter, Jr., AFT research director, and contains supplementary chapters on fringe benefits.

Salary emphasis in larger cities was to lure new teachers. While Boston gave beginners with a Bachelor's \$720 more, and Louisville and St. Louis followed with \$640 and \$600, most

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N. Y. Meetings Under Way For Election

NEW YORK, N. Y.—A 3-man mayor's mediation committee of top labor leaders was holding meetings at press time with school officials and teachers' union leaders in an effort to effect a settlement of issues that resulted in the Nov. 7 United Federation of Teachers, Local 2-called strike.

The strike (American Teacher magazine, Dec., 1960, and American Teacher newspaper, Nov., 1960), was called by Local 2 after the school administration stalled in carrying out its promise last spring for an election

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Second Editing Excellence, Cover Citation to 'Teacher'

DETROIT, Mich.—The American Teacher magazine held its position as one of the country's outstanding labor magazines at this year's 49th annual International Labor Press Association convention just ended here.

It received two of the six awards and citations to International labor magazines for editorial excellence and best front page.

There were 378 entries, the largest number in history, in this year's contest, with those of Internationals in the top ranking category.

Michigan Faculty Judges

The publications were judged by members of the faculty of the department of journalism of the University of Michigan which is chaired by Wesley H. Maurer.

The two new citations bring the number of labor publication-coveted International Labor Press Association awards and citations won by the American Teacher magazine and American Teacher newspaper in the last two years to six, topping all other publications or combinations for the same length of time.

This Year's Citations

The American Teacher magazine was cited this year for its editorial excellence as follows: "The judges were impressed by the emphasis on professional problems of the teacher as well as upon union problems. Layout is fairly simple in style, but effective in inviting attention to its readable articles."

This year's citation to the

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Study-Tours Start on Page 9

Reject Rating

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schools, wish to inform the members of the board of education and the school administration that we are unalterably opposed to so-called 'merit rating' for determining the salary of teachers.

"We are convinced that any form of 'merit rating' will diminish the quality of education rather than improve it. We ask that the Chicago board of education (in the interest of the morale of the teachers) drop the subject at once for all time."

Fewkes declared that the rating proposal should be dropped "completely, absolutely, at once, for all time." He said signatures on the petitions were of teachers from 451 schools including 391 elementary, 55 high schools, and five college branches. He added:

"The Chicago Teachers Union is mandated therefore to take all necessary steps to resist the further institution of merit rating in the Chicago public schools."

Hits Rating in College

Fewkes hit a form of merit rating currently in Chicago Teachers College as "disruptive" and "unfair". He told the board:

"We charge that the establishment of faculty ranking for the determination of salaries at Chicago Teachers College is, in effect, merit rating and that it has already been proven to be disruptive, inequitable and unfair."

"Some faculty members at the Teachers College are now receiving less salary than if they were teaching in the elementary or high schools and received the service increments."

"The union was called upon to rescue the majority of the teachers' college faculty from administrative neglect in regard to their 'merit increases' in the current budget."

"The union, therefore, proposes a salary schedule for all college teachers that would be fair and equitable and would not be dependent upon the arbitrary, subjective judgment of administrators or affected by their indifference or neglect . . . College teachers salaries should not be based upon faculty ranking."

Challenges Other 'Plans'

In his statement presenting the petitions against merit rating, Fewkes also questioned donations from owners of bus companies for merit awards to teachers and also the board's "Fellowship Program," as follows:

"The Chicago Teachers Union looks with disfavor upon the acceptance of donations from owners of bus companies—that do a large school business—for the purpose of granting \$1,000 awards to teachers for 'creativity and effectiveness in working with their students.'"

"The Union doubts that dangling a few plums before 18,000 teachers will cause any marked increase in the quality or quantity of teaching. In fact, the awards may cause much bitterness on the part of the 17,995 teachers who do not receive them."

"Would it not be better to donate the money to the Children's Aid or for eyeglasses for children whose parents cannot afford them? We wonder if this could be an entering wedge for

'merit rating'. We ask, who will drop the \$1,000 plums and where and why?"

"The Union also desires to be informed how teachers are selected under the board of education's 'Fellowship Program' for attendance at summer school programs of various universities with tuition and expenses of \$100 per week paid by the board of education."

"We ask who selects the recipients? On what basis will they be selected? How does one apply?"

"Are these teachers to be excused before school closes in Chicago in order that they can attend these intensified courses, since most universities start their summer sessions a week or two earlier than Chicago's closing date? Will they receive full salary if substitutes must be hired? Could this program be classified as 'merit rating'?"

Calls For 27 Reforms

Fewkes had previously presented the board with a list of 27 reforms in teachers pay and welfare as well as regulations in the Chicago schools. He declared that there are sufficient funds available for the \$50 a month pay increase as well as for the employment of 500 new teachers.

He charged that for some years the board has announced its intention of reducing the class load by employing additional teachers and has budgeted funds for this purpose. He said:

"These teachers were not available and have not been employed. Instead the proportion of substitutes to assigned teachers has risen . . . Teachers now in service have been carrying a heavier load."

Fewkes said that as a result there was a surplus of \$10 million in the education fund last January, and that the money should be used to pay the regular teachers. He added that there will be "sufficient funds available in surplus funds alone for the \$50 a month (\$500 a year) pay increase."

Fights Merit Plan

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teaching period beyond three years and the abolition of tenure for administrators.

Replies to Board

Henderson's statement opposing the merit scheme followed board adoption of a motion to study it. The Local 111 president said:

"For the past year there has been an ever-increasing discussion concerning merit pay. The



Miss Hutchinson Mr. Henderson

impetus for this has come primarily from the press and a small vocal and influential segment of the community. Recently, you who are directly responsible for the conduct of the schools have also expressed varied interests in the subject."

"If, by merit pay, one means a system of remuneration for teachers for normal services rendered as teachers in the classroom based on some criteria other than preparation and ex-

perience, then the Portland Teachers' Union is opposed to merit pay."

"The Portland Teacher's Union is a Local affiliated with the American Federation of Teachers, which has long been opposed to merit pay. We are also affiliated with organized labor. This year at the state convention of the Oregon AFL-CIO a resolution in opposition to any form of merit pay was adopted."

Record of Failure

"The subject of merit pay for teachers is not new. It has been tried many times but has never been proven satisfactory for a large school system."

"Then why is the question of merit pay being raised in this district at this time? We are told that it is because some teachers are better than others and should be so rewarded. We admit that some teachers are better than others. In a school system as large as Portland it couldn't be otherwise. It would be impossible to find nearly three thousand teachers in one system with the same ability just as it would be impossible to find all lawyers, doctors or members of any other profession in a city of this size with equal abilities. It is our contention that other professions are not paid according to ability and we could imagine the howl of protest if the Chamber of Commerce or the press insisted that each doctor or lawyer be evaluated and then subjected to the principle of merit pay."

Promises No Improvement

"There is only one valid reason for initiating merit pay in the Portland public schools and that would be if it could improve the quality of instruction in the classroom. We hold that this would not be the case. In fact, we contend that the opposite would be true."

"If merit pay would improve the teaching in the classroom, then a valid assumption must be that those teachers who are capable of superior teaching are not now producing to their capacity because they are not being paid more than other teachers whom they feel are not superior teachers. This we contend is not the case nor will it happen. The push for merit pay is not coming from the teacher but from those outside the profession."

"We are also told that merit pay is the only possible means by which teachers can be paid what they are worth. The contention is that the public will not vote more money for increased teachers salaries unless there is some system of merit pay. We do not believe this and we have yet to see any reliable evidence to support the claim."

"There is another possible reason why the school levy was defeated last spring and why levies may fail in the future. That is that we have not sold our schools to the majority of the voters. All too often our meager endeavors in public relations are not directed at the majority of voters."

"We must redouble our efforts to convince those who do not believe the schools need more money, that they are wrong. Somehow, they must be made to realize that the future of this nation rests primarily with the teachers of their children. They should expect the very best of education for today's youth but they are not going to get it without paying and sacrificing for it."



"Hoodlum Priest" urges teachers to "tell your students that crime does not pay": Father C. Dismas Clark, S.J., founder of St. Louis "Halfway House" which finds homes and jobs for released convicts, addressed Le Banquet Internationale of the East St. Louis, (Ill.), Federation of Teachers, Local 1220. From left, Guy M. Lahe, Jr. of Granite City, vice president, and Carl J. Meget, of Chicago, president of the American Federation of Teachers; Father Clark; Joseph O. Perry, Local 1220 president, and Mrs. Marvin (Katie) Wright, banquet co-chairman and toastmistress. Other members of the committee in charge of the banquet, attended by some 250 teachers, were Elizabeth Crane, co-chairman; Doris Cason, Paul Niemczak, Clarence Ball, John Jacobs and Perry.

Appeals for Aid for Sleeping Sickness Victim, AFT Leader

UNIONTOWN, Pa.—The Redstone Township Federation of Teachers, Local 1335, has ap-

pealed to AFT members for contributions to help with the hospital and doctor bills of Mrs. Jennie Martina of Republic, the Local's president, who for many weeks has been in the hospital in a coma from encephalitis (sleeping sickness).



Mrs. Martina

Mrs. Ernestine Gallo, the Local's secretary, said in a letter to the American Teacher, that Mrs. Martina first found herself unable to walk in May, grew worse, and at press time was fighting very hard to come back, with the necessity of heavy medical expense, including nurses around the clock.

Contributions should be made to the Redstone Federation of Teachers, the Jennie Martina Fund, and sent to Mrs. Gallo, secretary, 234 Evans Street, Uniontown, Pa.

Teacher Awards

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magazine in the classification, best front page, reads, "Cover picture subjects consistently reflected developments in the field of education. Dominant photos pointed up new techniques employed by specialist teachers. Use of different color bands with the logotype emphasized the individuality of each cover."

The citations were presented by Richard C. Howard, International Labor Press Association president at the convention banquet to Mrs. Marie L. Caylor, editor of the American Teacher publications, who, a year ago, was elected to a six-year term as ILPA vice-president.

Last Year's Awards

Last year's awards and citations to the American Teacher magazine were, first for editorial excellence, first for best front page, and a citation for best feature article.

The magazine first for best front page said, "With a low budget, the editors have achieved a simple, simply focused format . . ." The American Teacher newspaper was cited for its editorial excellence.

At the convention, Mrs. Caylor chaired a committee on regional conferences for labor publication editors which brought in a report urging labor press councils in each state. She

is the founder of the Chicago Labor Editors' Round Table.

Message from Kennedy

The labor press' "astute handling of election issues" was lauded in a telegram from President-Elect John F. Kennedy to the convention. Mr. Kennedy wired:

"Please extend to the officers and members of the AFL-CIO International Labor Press Association my deep gratitude for the unprecedented support which the labor press gave to the Kennedy-Johnson ticket during the campaign."

"I have had the opportunity of reviewing a number of union publications and I am convinced that the astute handling of the election issues brought new understanding of their great significance to millions of union members across the land. This could, in an important measure, explain the success of trade union political action this year."

"Victory at the polls, however, means that our job is really just starting. The complexity of the problems which we face in the 1960's and our attempts to meet them will require a high degree of public understanding and public support. To this end, I look to the labor press as an essential medium of education."

"The labor press has carved an impressive niche in its long tradition this year. Individually, as labor editors, I extend to you a warm salute and a heart-felt thank you for an excellent job."

Wisconsin Court Upholds Teacher in Union Activities

MILWAUKEE, Wis. — Joseph La Gosh a long-time member of the Milwaukee Teachers Union, Local 252, will remain in this city's John Muir Junior High School under a circuit court order restraining his transfer and interpreted as upholding the right of Wisconsin teachers to engage in union activities.



Mr. La Gosh

A permanent injunction against La Gosh's transfer by School Supt. Harold S. Vincent was granted by Circuit Judge Harvey L. Neelen. The case is said to have been the first court test under the state public employees organization law enacted by the 1959 legislature.

Union Supported Case

The Milwaukee Teachers Union supported La Gosh in the court case. (American Teacher Nov., 1960). Prior to the final injunction, two temporary re-

strainers were secured by Albert L. Goldberg, the union's attorney.

Goldberg alleged that the teacher's transfer was ordered by Vincent at the request of Earl S. Griewski, the school's principal, because of La Gosh's union activities. Following a hearing, Judge Neelen said in an oral opinion that the principal had shown himself to be anti-union.

Ruled Vincent Interfered

Judge Neelen held that Griewski "interfered with the plaintiff, Joseph La Gosh, and his fellow teachers" in their right to join a labor union.

He said that under the 1959 law, La Gosh, Griewski and Vincent were municipal employees, and that as a municipal employee, Vincent acted on behalf of another municipal employee, Griewski, to interfere with the legal rights of a third employee.

Prior to the filing of the suit, La Gosh protested the transfer to the school board, claiming it was retaliation for his union activities.

Corey Heads Government Employees

CLEVELAND, O. — Paul A. Corey, past president of the Cleveland Teachers Union, Local 279, and currently its full-time executive secretary, is the new president of the Cleveland Federation of Government Employees.



Mr. Corey

The government employees federation represents five organizations having more than 12,000 members. The member organizations are: Cleveland Firefighters Union, Cleveland Teachers Union, Cleveland Fraternal Order of Police, National Association of Letter Carriers, and National Federation of Postal Clerks.

Aims of the CFGE are to bring the groups of public employees together for mutual understanding and cooperation, and to make the public aware of their needs and services.

Local Secures Free Courses For Its City's Teachers

FERNDALE, Mich. — The Ferndale Federation of Teachers, Local 1074, secured free public schooling for teachers in the area of adult education.



Mr. McNeil

Don McNeil, executive secretary, said officers of the Local won in an attempt to get the cost of the night school lowered or given without tuition.

The officers appeared before the school board and asked that many of the courses for faculty members be offered free.

They stressed the value of such a move, and pointed out that the night school courses were already underwritten by the board of education.

The board complimented the Federation for its professional thinking, and beginning this January the following courses are being offered teachers without charge:

Algebra, botany, business English, business law, chemistry, consumer economics, French, geometry, German, Italian, mathematics for business, office machines, shorthand, Spanish, trigonometry, and typing.

McNeil said he feels that the accomplishment is one that other Locals will be interested in expanding to their areas.

Voters Okeh Minneapolis Tax Levy, Raise for Teachers

MINNEAPOLIS, Minn. — Teachers of this city were scheduled to receive a long-needed



Mr. Hoagland Mr. Boyer

ed salary increase for this coming year as the result of a 5-mill increase in the maximum school levy which was approved by voters at the last election.

Melvin C. Hoagland, president, and Charles A. Boyer, executive secretary of the Minneapolis Federation of Teachers, Local 59, which backed the added levy, pointed out that the referendum was the first test of the new independent school district accomplished in 1959 when the board was removed from city council veto.

Expect \$100-\$500 Increase

The pay increase was to be presented to the board shortly after press time, and was expected to range from \$100 at the minimum to \$450 at the maximum for Bachelors and raise the BA maximum to \$7,500 in 12 steps. The Masters' top was expected to be increased \$500.

The Minneapolis schedule has up-to-now been \$4,400 to \$7,050 in 12 steps and the Masters' \$4,800 to \$7,450, considerably below those of the city's suburbs.

Under the new independent district status (American Teacher, Nov., 1959), the school board is authorized to establish new maximum tax levies which become effective unless 5,000 voters petition a referendum.

Pursuant to this authority the board increased the maximum levy by 5 mills or about \$2

million. The Minneapolis Taxpayers Association and the real estate board filed a petition for a referendum which was held in November.

A citizens steering committee known as the Vote Yes Committee was set up to sponsor the levy. It consisted of representatives of most civic, professional and business organizations, the P-TA, school board, labor and Local 59.

Despite the fact that the referendum came on the date of a national election, the voters sustained the action of the school board by a 59 per cent vote which was 6 per cent higher than the legal requirement of 53 per cent.

Due to a belated announcement of an increase in the assessed evaluation, only 3.4 mills needed to be levied to produce the \$2 million additional revenue, leaving 1.6 mills for 1962 not subject to petition.

Board Backed Levy

Boyer said: "Several features of this campaign deserve special mention. Unlike in most campaigns the board's fact sheet stressed the need for raising salaries of teachers, informed the voters that salaries would be raised and services cut if the referendum failed, and pointed out the administrative problems of staffing the schools at present salary levels, as well as the irreparable damage to the schools by hiring less than the best available teachers."

"The school board also had a special stake in the success of the campaign to establish firmly its authority and prestige to set new maximum tax levies when needed as provided in the two year old independent district status. Thus the school board weathered its first test despite the continued opposition of the city hall still chafing under the loss of power over education in Minneapolis."

Chicago Union Eyeglass Fund Total \$24,000

CHICAGO, Ill. — The Chicago Union Teacher currently notes that the Chicago Teachers Union, Local 1, has channeled \$24,000 since 1942 into its eyeglass fund to help correct the vision of needy school children.

The estimate was given in connection with an announcement of the Local's 23rd annual card party and style show, Dec. 10, for the benefit of the fund.

Mrs. Mary McGovern, chairman of the union's social committee, directed the event in the huge ballroom of the Conrad Hilton hotel, and Mrs. Maggie Daly, fashion commentator and news columnist, presented the fashion show.

Walk on Leave For Military Service

DES MOINES, Ia. — Louis B. Walk, president of the Des Moines Federation of Teachers, Local 600, is on leave from the school system and his union to take required military service.



Mr. Walk

His leave is until April 21, while he is at Ft. Sill, Okla., for further training in artillery communications and electronics.

During his absence, Local 600's affairs are being conducted by the union's executive council.



Member of the Dayton, O., Federation of Teachers, Local 921, elected to the Ohio legislature: David Abritton with Mrs. Abritton and son, David. A physical fitness and athletic coach in the city's Dunbar High School, the new legislator will be remembered as having broken the high jump record in the Berlin Olympics as a member of the United States team.

Twice Denied Examination, Teacher Takes Case to Court

CHICAGO, Ill. — The legal issue of whether a teacher completing the required probationary term can be denied credentials for examination for certification is raised in a mandamus suit filed in the Superior Court here.

The suit was brought by Richard H. Lerner, Masters degree holder, who taught English two years under a temporary certificate in Chicago City Junior College.

Two Years Probation

Attorneys John Ligtenberg and F. Raymond Marks related in the petition that after the first probationary year, Lerner was entitled to the examination but assigned to a similar second year.

The court is asked to order Peter Masiko, Jr., dean, and James F. Groark, assistant dean of the college, to issue the customary statement enabling the teacher to obtain the examination.

Court Grants Hearing

The court denied an emergency ruling that Lerner continue teaching in the college pending hearing, but assigned the case for hearing at a later date.

The court is asked to order the college to certify the teacher for examination, and the board of education to supply the examination and issue a teaching certificate enabling him to continue teaching in the college if he passes.

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The Schools' 57 Varieties

By Dorothy Matheny*

"Johnny can't read" . . . "Mary can't spell" . . . "When I was in school, we learned, or else" . . . "My child isn't getting as good an education as I had" . . . "The Russians" . . .

On and on, the criticisms of our public schools are heard, driving educators into frantic refutations. The accusations come from earnest parents who feel that there should somehow be more satisfactory returns from their educational dollars.

The refutations are sincere, backed by proof that, in many ways, Johnny and Mary are being better taught than their parents realize.

Why, then, is there such wide-spread dissatisfaction with the public schools? Educators are no more content with the results of their labors than are the parents, but possibly not for the same reason.

We must remember that it is the parents who foment race riots, not the children. It is the adults who scorn "egg-heads" in public life, so that if their children are reluctant to display a desire to learn, they are not alone in that sentiment. There is ample evidence among adults that their generation may not have received the best possible education, either.

Rather than making an effort to define the problem in terms of true educational goals, educators tend to take refuge in publicizing the more obvious weaknesses that beset our schools, decrying the overcrowded classrooms, the lack of trained teachers, and the need for better salaries. It is true that these faults are deterrents to desirable educational achievement.

But will more money, more teachers, and more schools offer the panacea sought? Is training in science and mathematics to meet Russian competition a valid educational goal? Perhaps some effort should be made to use to better advantage the facilities and personnel we now have. Or we might take a hint or two from our B.I.E. Day trips and observe the efforts put forth by industry to turn out better mousetraps.

Several years ago, when the national convention of the American Federation of Teachers met in Pittsburgh, some of us had the opportunity to take a trip through the Heinz factory. In one room, we saw an endless belt carrying thousands upon thousands of

small glass jars past a row of women who sat with bowed heads before huge magnifying mirrors.

These mirrors reflected an image of each jar as it passed. When a defective jar appeared, the guardian of perfection promptly removed the offending item from among its more nearly perfect companions. Industry, you see, can remove its weak elements and discard them at the start.

The jars bounced on, subjected en route to a steam bath which cleansed them of any taint. Only then were they routed to their respective stations to receive their proper quota of food.

A relentless vise clamped the lid on top, and away went the jars, filled to proper and pre-determined capacity, to be dumped in accurate number into waiting cartons.

A human being is not a jar to be filled with pre-mixed, sterile food to a pre-measured level. Human capacity varies. It is not a static quality. It cannot be measured with finality. No test has been devised that truly measures the capacities of a child.

A plethora of aides, assistants, counselors, supervisors, consultants, directors of reading programs, administrative heads of whatever competency cannot predict with certainty what the world will be like next year or ten years from now . . . or what changes will be wrought upon the child himself.

Have we the right to expect him to conform to test-determined conceptions of his capacities? Will acceleration of the production line truly educate him to meet the challenges of his world?

For we do use an assembly line of a sort in our schools . . . From our past has come the edict that eight years are proper for a child's attendance in elementary classes. At the end of that time, he is expected to contain the proper mental food in exact amounts for his age.

If he does not, one of two things happens to him. He may fail and be placed farther back on the assembly belt among his oncoming companions. Or he may be passed on to the next station, defects and all, to compete on whatever terms he can with others.

His next consignment is four years of high school, upon completion of which the child is boxed for shipment to an employer or to some other educational assembly line to acquire another label, defects or no. On the whole, it is not a very efficient system, if efficiency and perfection are desirable educational goals, nor is it always productive of the best results.

But what are the alternatives? Shall we, like the Spartans, expose imperfect infants to death? Shall we, following that parallel, expose to die those substandard or anomalous minds that fit no accepted pattern?

Industry deals with objects which may be rejected for imperfections and thrown back into the casting ladle to take another form. Ibsen in Peer Gynt suggested that possibility for imperfect human beings, but this solution is not available to educators any more than the Spartan device.

Industry has almost eliminated the element of human error. Educators cannot emulate industry's accomplishment, nor should parents expect them to. Of course, we can redesign the assembly line or discard it altogether; we can retool for next year's models; or we can educate the public to be more content with the old design. It is wasteful of human potential to bend our educational efforts solely to the end of keeping up with the Joneses or their Russian neighbors.

Despite seasonal consumer demands, the public school system is not equipped to turn out fifty-seven perfect varieties.

Benefits of Duty-Free Lunch

By James Gregg*

It is a fact that we in South St. Paul have always eaten "high on the hog" here in the hog market of the U.S.A., but we have still another reason for shouting "Hurrah!" Our teachers have enjoyed duty-free lunch periods in all of our schools for the last three years. This came about by the direct action of the superintendent and a willing school board.

Each elementary school has a full or part-time office secretary who supervises the lunch program. It is no longer necessary for the teachers or principals to rotate this duty. Each teacher and each principal may relax for their full allotted time, while they are trying to eat their pork chops, without the duty of supervising the children. The morale is high and teachers start each afternoon with that "fresh feeling" of Go! Go! Go!

We have always said, "There ought to be a law which allows teachers to eat in peace." This has been referred to as the "Right-to-Eat Law . . ."

We are again asking our state legislature to pass a law to give to all the teachers as a matter of right, a duty-free lunch period. It is sad, indeed, that some superintendents and some school boards must be forced by law to be kind to their teachers.

*Of South St. Paul, and first vice-president of the Minnesota State Federation of Teachers in its News Letter.

The President's Column

By Carl J. Megel

Four Little Girls

WITHIN the being of every teacher lingers a nostalgic memory of his first day in school. Reflection will recall frightened anticipation in vivid detail. Off to school was also accompanied by anxiety and apprehension on the part of the mother left at home.

Contrast this backdrop of memory with pictures of four little girls marching to school in New Orleans. Four little girls with shining braids and glossy ribbon all tied in beautiful bows!

The difference was that their first day in school required the protection of a U. S. Marshall. This was necessary because the streets were lined with a jeering, hooting mob, steeped in the tradition of a dead past. Their century-old prejudices were heaped upon four little girls.

What danger could there possibly be from four frightened little girls attending school for the first day? Over a million other little girls and boys entered school for the first time without such angry protestations. It happened that these four little girls had dark skins.

In the exercise of their democratic rights as decreed by the Supreme Court of the United States these four little girls were breaking a tradition of long standing. They were attending what had previously been an all white school.

We who are educators, and especially those of us who are members of the American Federation of Teachers, have long felt that the ideal of America should be to teach for living in a changing world.

Unfortunately, too often our society struggles against change as though the best way to live in a changing world were to keep it from changing. These attitudes are powerful and deep seated. They enter every avenue of our political life both at the state capitals and in our national capitol as well.

PROGRESSIVE legislation advocated by the AFL-CIO, better schools, better housing, old age security, reclamation and improvement of our national resources, find vigorous opposition. Opposition to economic change is met with equally powerful resistance, but none are as bitter and as violent as the prejudice involved in social change.

Otherwise, it would be impossible for women, many of them mothers, to stand on the sidewalk and issue insults, invectives and other signs of deep seated prejudice. In a more rational moment these citizens would cringe at the sacrilege of striking or kicking a minister, a man of God, because he had the courage to bring his child into a school boycotted by his neighbors and parishioners.

How could four little girls with shiny braids be so dangerous? The answer is not four little girls. The real concern to America lies in the fact that the entrance of four little girls into a previously all white school could cause such mob hysteria.

In these difficult times the main question is the survival of our democratic society. It all adds up to the fact that we in America still have a long way to go—the spectacle of a jeering, hooting mob boycotting a school, a governor calling a special session of the legislature in an attempt to obstruct the edict of the Federal Court, receiving a resolution of endorsement from the Louisiana Education Association.

THE AMERICAN Federation of Teachers, gaining its strength and philosophy from our affiliates in the AFL-CIO, has been and is in the forefront in its support of and fight for educational equality for all citizens.

Many of those who resist integration within our schools also are opponents of the ideals of the American Federation of Teachers. Their opposition is not one of opposition *per se*; their opposition is generated because we have dared to educate citizens to understand issues.

A new Congress will convene this month; a new President will be inaugurated. Federal Aid for Education will be a matter of grave concern to all of us, especially in the areas of integration, school financing, and teachers' salaries.

Prepare now to write to your congressmen and your senators. Tell them that "bricks without brains" will constitute national folly. Change is inevitable. Progress will be served.

May the courage of the four little girls renew our spirit and rekindle our hopes that the ideals of the American Federation of Teachers will serve our nation and our democracy in the years ahead in ever-increasing fashion!

*Vice-president, American Federation of Teachers and past-president, Toledo Federation of Teachers, Local 250.

Philadelphia Board Explains Budget, Teachers Get a Raise

PHILADELPHIA, Pa. — This city's board of education has approved a \$100 at-the-minimum



Miss Pincus Miss Root

and a \$300 at-the-maximum pay increase for teachers, and inaugurated budget proposal reforms that Margaret Root, legislative representative of the Philadelphia Federation of Teachers, Local 3, described as revolutionary.

The new salary schedule which was acted upon in December calls for a Bachelors range of from \$4,300 to \$6,900 and a Masters of \$4,500 to \$7,300, going to \$7,500 for a Masters plus 30 hours and a Ph.D. \$7,700 maximum. Increments were increased from \$200 to \$250 to shorten the number of steps in the schedule.

From Federal Aid

Local 3 President Celia Pincus said the increases are to be financed largely by Federal Aid

for impacted school districts. In 1956, Local 3's Miss Root called the board's attention to this aid amounting to about \$2 million a year for the city.

At a November board hearing, Miss Pincus stressed the need for a better pay schedule, larger increments, and increments for long service, declaring that despite last January's pay increase, the number of teaching vacancies was higher last year than in 1959.

The city's new budget presentation for this year came out 1 3/4-inches thick rather than in six pages, in order to better inform and interest citizens. The plan was in line with previous Local 3 recommendations and was adopted after studies and surveys.

Good Public Relations

Purpose is to show for what the money is to be spent rather than merely present totals as in the past.

The new policy is based on the idea that good budget practices are essential to good public relations. The detailed proposals were accompanied by explanatory messages from the superintendent and the board's business manager.

Minnesota Public Employees Unite for Conciliation Law

MINNEAPOLIS, Minn. — The Minnesota Committee on Public Employees has been formed by four major public employees labor organizations to obtain a more realistic Labor-Management Relations Act for this state in the coming legislature.



Mr. Winkels

The committee was organized by Henry Winkels, assistant executive secretary of the Minnesota State Federation of Teachers, one of the four participating organizations.

The Labor-Management Relations Act was amended in 1957 with a clause providing representation rights for public employees, including teachers.

Arbitration Omitted

The amendment provided for elections conducted by the state labor conciliator to certify the representation agency, but failed to specify conciliation or arbitration machinery to procure legally binding decisions, while a

"no-strike" law remains in effect.

The three other organizations in the new committee are the Minnesota State Employees Council, the County Employees Council of the American Federation of State, County and Municipal Employees, and the Minnesota Associated Fire Fighters.

Winkels said the committee intends to present a bill to the 1961 legislature to replace the "no-strike" law with a Labor-Management Relations Law for public employees. Enlistment of the support of legislators is under way, he added. Written commitments by questionnaires were obtained before election from a majority of candidates for the state legislature.

New Clauses Sought

There are about 150,000 public employees in Minnesota. Besides court review of a board's decisions in grievance cases, the legislation as outlined by Winkels would reiterate the right of public employees to join labor unions, and also establish the following:

- "1) Right to bargain collectively, and
- "2) The right to ask the state labor conciliator to referee disputes over wages and working conditions.
- "3) On failure of the conciliator in settling a dispute, the employees would have the right to refer the dispute to an arbitration board which would be obliged to find a solution according to rules set down by law."

The objective is to bring public employees and employers as nearly as possible under the present Minnesota Labor Relations Act covering all non-public workers.



When congratulations were in order: Wallace K. Onishi, right, president of the Oahu, Hawaii, Federation of Teachers, Local 1127, commending Richard Funai, for his work as master of ceremonies of the Local's third annual education conference where 1,000 teachers heard Murray Turnbull, interim director of the East-West Center, declare they should spend more time on the problems of today's world. Onishi reported that membership of Local 1127, with jurisdiction over the island containing Honolulu and Waikiki, has again doubled this school year.

AFT Leaders Report Racial Bias in Schools and Housing

CHICAGO, Ill. — Continued discrimination in housing and teaching opportunities for members of minority races have been reported from across the country northern areas including Detroit, Chicago and Los Angeles.



Miss Herrick

In the latter city, Hank Zivetz, executive secretary of the Los Angeles Teachers Union, Local 1021, accused the school board of discriminating against Negro teachers requesting transfer.

Zivetz told the board that the city's current transfer policy helps perpetuate a *de facto* segregation of teachers, to a degree that in vast areas the number of Negro teachers may be counted on the fingers of one hand, while in others the number corresponds to the concentration

of Negro students.

In Chicago, Miss Mary Herrick, vice-president of the American Federation of Teachers, told a sixth annual conference on civil rights that superhighways worsen the housing plight of minorities by causing destruction of old housing without replacement.

Miss Herrick said also that while only 60 per cent of public housing in Chicago was planned for Negroes, 80 per cent is in Negro areas. She added that urban renewal does not solve the problem of housing for low-income minority groups.

In Detroit, Miss Helen Bowers, executive secretary of the Detroit Federation of Teachers, Local 231, told a committee investigating discrimination in the city's public schools that Negro teachers are afraid to complain when unable to obtain transfers to schools in white areas.

Teach Labor History, Aim In Sacramento

SACRAMENTO, Calif. — The Sacramento Federation of Teachers, Local 31, is one of the many unions believing that labor history is not being taught adequately in the schools and is trying to correct the deficiency.

Along with the Central Labor Council, Local 31 also worked for candidates pledged to better teaching of labor history, in the recent election.

The teachers' union, led by its President Bill G. Lukey, pointed out that \$80,000 of the public's money is spent in the local schools annually for teachers salaries while they visit business houses and industries.

John Good Teaching In Greece

SPRINGFIELD, O. — John Good, a member of the Springfield, O. Federation of Teachers, Local 296, and teacher in the Springfield High School, is currently teaching English under a Fulbright grant in Athens College in Greece.



Mr. Good

Good was selected by the Board of Foreign Scholarships, on recommendation of the U. S. Office of Education. In addition to teaching English in the high school for four years, he taught the same course to an adult education class.

Distinguished Fellowship To Miss Curran

ST. CLOUD, Minn. — Miss Charlotte Curran, treasurer of the St. Cloud Teachers College Federation, Local 561, has been awarded the title of "distinguished fellow" by the American Association for Health, Physical Education and Recreation.

Miss Curran is a physical education professor in St. Cloud State College, and a national vice-president of Phi Delta Pi, professional physical education fraternity for women.

She has been on the faculty in St. Cloud since 1948, after having taught similarly in Baker University, Northern State Teachers College, Augsburg College, and Wisconsin State College at River Falls.

Miss Curran recently completed the manuscript for a book on physical education for student teachers.



Art teachers talk shop at the annual education conference of the Gary Teachers Union, Local 4: From left, Members Michael Fenton, Mrs. Charlotte Brauer, Charles Bohn and Helen Ruth Huber. Art teachers held a department meeting at the conference, one of the largest in the country.

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To retire after 47 years of teaching: Left, Harry Schuler, industrial arts teacher, and delegate to the Dayton American Federation of Teachers convention from the Wichita, Kan., Federation of Teachers, Local 725, who will retire after this school year, congratulated on his teaching service by Sumner E. Roberts, Local 725 president. Schuler commented recently to the Wichita Eagle: "Bricks without brains do not make a school, but we seem to be headed that way."

Labor and Education Leader Maps College Local's Role

LONG BEACH, Calif. — Thomas L. Pitts, a member of the California board of education and secretary-treasurer of the state labor federation, told the new Federation of Long Beach College Professors, Local 1384, at its charter banquet that "it is tremendously encouraging to see professors abandon their traditional isolation for the labor movement."



Mr. Pitts

Pitts noted that the Long Beach college professors were the first in the southern part of the state to organize an AFT Local, having followed the recent lead of the colleges in San Francisco and San Jose in forming the San Francisco State College Federation of Teachers, Local 1358, and San Jose State College Federation of Teachers, Local 1362.

Meaning of Professionalism

A member of the newly formed state college board, Pitts outlined the "double meaning" of professionalism. The first, he said, is the concept of the professional connected with law, medicine and the church, while the second is that of the "old pro, one who can deliver the goods, in contrast to the amateur."

"The dignity and pride of a person who knows his craft is shared by the 'professional' and by the craftsman," Pitts said. "There is a real division between management and the professional. To maintain or restore the balance of dignity is as important as maintaining the balance of income. Too often it is the case that management tends

to usurp some roles of the professional." This happens in education, too, he added.

Need For Balance

Restoration of the proper balance in the state colleges, the board member said, can be brought about in two ways: the development of strong faculty senates and through other organization for concerted action. As to the need for such concerted action, Pitts added:

"Unless you are in a position to sit down equally, you will not gain what you want. Too often teachers have come to the boards with only their hats in their hands."

Pitts stressed that, "Gaining collective bargaining is only one thing to be gained through collective action, which must come first."

The great threat in education, Pitts said, "is regimentation. Individuality should not be sacrificed to the system. Faculties have personalities, and this personality can be expressed through, among others, faculty senates, which should be given some recognition in the matter of curriculum, and in the setting of standards for students and for hiring instructors."

Must Make Own Role

Pitts praised a recently adopted Master Plan for state universities and colleges, but said that it "offers no assurance" that the professional will be given a larger role in such affairs.

"We'll have to depend on the faculties to establish that role for themselves," he declared. Faculty senates cannot, however, he warned, gain such things as sabbatical leave and retirement improvement, to say nothing of salary, by themselves.

"In these things," Pitts added, "individual faculty senates have only a moral force, and

More Teachers on Committees Urged by L.A. Board Member

LOS ANGELES, Calif. — Dr. Ralph Richardson, member of the Los Angeles board of education charged at a meeting of the Los Angeles Teachers Union, Local 1021, that the superintendent and school administration of this city have "shown a basic lack of confidence in the teaching staff," by refusing to put more teachers on staff committees.



Dr. Richardson

"Of interest to me," Richardson said, "is the fact that on the committee formed to bring in suggestions for curriculum revision, there were 24 administrators and four teachers."

While there were "many ideas of merit" in the report he added, "I do not feel that it goes far enough in strengthening the curriculum."

The Board member commented on several recommendations in the report, praised the Los Angeles Teachers Union for studying it, and said that he would be grateful for Local 1021's recommendations.

More Than One Diploma

Proposals to have more than one diploma or certificate, received approval from Richardson, who felt that the present diploma is merely a "warm body" document.

He said that he was supporting the 6-period day proposal so that academic students will be required to take more subjects, and that he is also interested in a split week scheduling idea, with students taking typing, say, for two periods and something else for three.

He added that he would welcome community opinion on

you have an idea how far that's taken you.

"Friends of education in the legislature are powerless unless there is enough strength behind the moral force. Unless you ally yourself with those who give you the backing you need, you won't get very far."

Pledges Union Support

"I can assure you that the California Federation of Labor and the California State Federation of Teachers will give you that backing, as will the central labor bodies throughout the state."

"The membership of the American Federation of Teachers represents the best in the teaching profession," Pitts told the professors. "Your backing of other Locals in the elementary and high school field will give you better students in your freshman classes."

"Your Federation is dedicated to the best of what you want in education. It vigorously resists administrative pressure, which it should do since while educational efficiency is a good thing, it is not an end in itself."

Attending the banquet at Long Beach State were members of the Los Angeles and Long Beach AFT Locals, members of the new El Camino College Local, labor leaders, legislators, and others.

whether it is necessary to have physical education classes five days a week, and asked "is dressing, the physical activity, showering, and dressing again within a 50-minute period of real value?"

Closer Look at Money

On another subject, Richardson said that he was "looking forward" to the publication of more accurate figures on the money being spent on administration. He said:

"As you know, Local 1021 was instrumental in introducing and getting passed a section of the education code requiring the listing in the budget the amount of money actually going into the classroom as compared with how it is spent otherwise. The section is in effect this year."

"There has been a profound reluctance by the administration to doing this; hostility has even been shown. This figure is going to be valuable, if the ratio of money spent on administrators and teachers turns out to be at the level your own studies have shown, there will be a strong willingness to change."

"Although I suspect that the ratio is unnecessarily high, I cannot go as far as your salary committee on its view of administration. I am looking forward to the figures."

On a variety of other subjects,



Paul Johnson of Joliet, vice-president of the Illinois State Federation of Teachers, who chaired the fourth annual Will County Teachers Institute, featuring the theme, "Mental Health in the Classroom."

Richardson commented: "1) I do not regard your salary as adequate or professional; it is 20 to 50 per cent below what it should be ideally. 2) The bond measure was inadequate; in two years there will be more children on half day than now. 3) Language instruction should begin roughly at the time of conception. 4) 'Point of View' is a noble document, but somewhat non-specific. 5) I urge Local 1021 to ask the board to study curriculum in the elementary field."



Faculty member of the Labor Education Center, University of the Philippines, an observer at New Jersey State Federation of Teachers convention in Ashbury Park: From left, Dr. Robert A. Levine, chairman of the labor program, Rutgers Institute of Management and Labor Relations; Miss Mary White of Perth Amboy, president of the teachers' Federation, and Dante P. Verayo, program assistant at the Labor Education Center of the Philippines university. Verayo is in the U.S. for a six-months study of research methods and preparation of materials for labor education projects.

N. Y. Meetings

From Page 1

to enable the city's teachers to select a collective bargaining agent.

Members of Committee

Members of the mediation committee appointed by Mayor Wagner are: David Dubinsky, president of the International Ladies Garment Workers Union; Jacob Potofsky, president of the Amalgamated Clothing Workers, and Harry Van Arsdale, president of the New York City Central Labor Council.

The teachers agreed to a truce following appointment of the

committee and returned to their desks the day after election day. They were out one school day.

Goldberg to Argue

Meanwhile, the Federation announced the appointment of Arthur J. Goldberg, special counsel for the AFL-CIO and United Steelworkers as its special counsel, to argue a brief before the board of education.

Purpose was to determine the structure of the collective bargaining unit and the manner in which the election would be held. Dave Selden, Local 2 special representative, previously said the bargaining election "was assured, probably no later than April 1."

WFT Acts for Tenure, School Aid, Bargaining, No Coercion

By James L. Fitzpatrick*

MILWAUKEE, Wis. — Delegates to the 28th annual convention of the Wisconsin Federation of Teachers recently ended in Milwaukee, approved a legislative program calling for the extension of teacher tenure, asking for legislation granting collective bargaining to teachers and other public employees, and urging increased school aids on both the state and Federal levels.



Mr. Fitzpatrick

The convention also asked for a revision of present tenure laws, covering teachers in Milwaukee County, to permit a direct appeal to the court in teacher dismissal cases, instead of a hearing before the school board or board of regents. The delegates also pointed to the need of

*Executive director, Wisconsin Federation of Teachers and editor, the Wisconsin Teacher.

investigating the death benefit provisions under the "combined plan," which includes social security, for both the Wisconsin state and Milwaukee teacher annuity systems, and introducing corrective legislation.

At the closing delegate session, the WFT voted support of the candidacy of Ralph M. Gibson, a member of the Madison Federation of Teachers, Local 35, and a former WFT vice president, for the position of state superintendent of public instruction in the 1961 spring election. Specifically the convention requested that the Committee on Political Education (COPE) of the Wisconsin State AFL-CIO endorse Gibson for the position. Other actions included:

- 1) A recommendation for increased funds for higher education, particularly as contained in the current budget proposals for the state colleges and the University of Wisconsin.
- 2) The establishment of a definite program for bringing all Wisconsin teachers up to the minimum of four years of training for a state license.
- 3) A review of present statutory curriculum requirements in order to eliminate obsolete and unnecessary provisions.
- 4) The enactment of a state law which would give teachers the same income tax deductions

for required educational expenses as are now allowed by the Federal government.

Oppose Sales Tax

The delegates again expressed opposition to the sales tax and reaffirmed support of a withholding plan for collecting state income taxes, pending a permanent solution to the taxation problem.

On teacher tenure, the Wisconsin Federation of Teachers plans to again introduce a bill for tenure in cities of the second and third class; that is, cities of 10,000 or more, to supplement the tenure legislation covering the city and county of Milwaukee. A bill of this type was defeated in the 1959 session of the Legislature.

The legislative committee report asked that the Wisconsin State AFL-CIO call a conference of all public employee unions to discuss legislation that would provide for collective bargaining rights in this area. While the present law gives public employees the right to join unions of their choice, free from coercive tactics of administrators, and the right to negotiate, it does not provide machinery for collective bargaining.

Act Against Coercion

Convention delegates also took a vigorous stand against school officials, who, either through intimidation or in contracts, compel teachers to belong to the WEA or the NEA. The resolutions committee pointed out that such action is illegal under existing state statutes and asked for appropriate action where it is demanded.

The new state superintendent was asked, in the resolution, to inform school officials of the necessity of conforming to the terms of Chapter 509, which prohibits such practices. Locals and officers of the WFT were urged to consider court action to rectify such illegal practices.

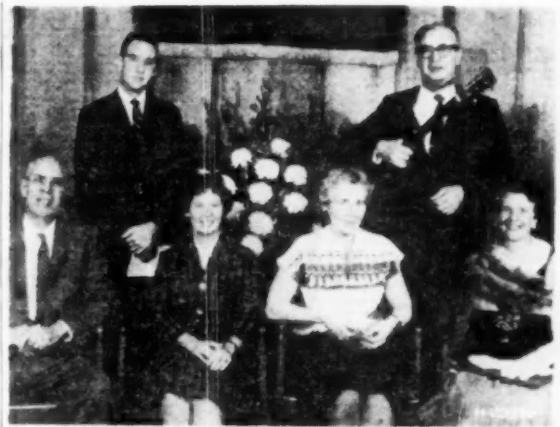
President Glenn A. Parish stated that under present state law it is possible to take school boards, superintendents, and other administrators to court for forcing teacher association membership. Attorney General John W. Reynolds, who spoke at the convention luncheon, implied that such action was possible, in his address on "The Rights of Teachers in Collective Negotiations."

Reynolds characterized the 1959 law as "a bill of rights for municipal employees," and praised the American Federation of Teachers as "a warrior of long standing in the courts and legislative halls of this country."

Eight Members Milwaukee, 252 In Symphony

MILWAUKEE, Wis. — Eight members of the Milwaukee Teachers Union, Local 252, are among the 55 musicians of this city selected for the Milwaukee Symphony Orchestra.

Harry John Brown, resident conductor, said it had been necessary to import only 17 musicians to "round out" the orchestra, and named the Local 252 members selected as follows: Sophia Foreman and Sylvia



Speaker at Cook County, Ill., Institute for AFT members of the county's Locals outside Chicago, declares many of today's teen-agers are searching for security: Right, seated, Dr. Evelyn Mills Duvall, consultant in family relations, who discussed today's teen-agers. Others seated, from left, Irving Dillard, former editor of the St. Louis Post-Dispatch, also a speaker; Norma Bernsahn, institute publicity chairman, and Eleanor Louck, general chairman, both members of the West Suburban Teachers Union, Local 571. Standing, James E. Roalson, who introduced Mrs. Mills, and W. In Stracke, folk ballad singer, who also addressed the institute.



Dr. Edward Mack, department of education of Butler University, cuts 81st birthday cake presented to him after he addressed the annual education conference sponsored by the Indianapolis Classroom Teachers Association, Local 581, while Joseph Statz, center, conference program chairman, and Ed Andrews, Local 581 president, look on.

AFT World Letter Exchange Extended to African Nations

WAUKEGAN, Ill.—Richard J. Brett, co-chairman of the International Relations Committee of the American Federation of Teachers and leader in the Lake County Teachers Federation, Local 504, announced that the committee's international letter exchange has been extended to the African countries of Ethiopia, Ghana, Liberia and Nigeria as well as Turkey.

Arrangements for the letter exchange with teachers in the African countries were made by Brett during a travel-tour south of the Sahara last summer. (American Teacher magazine, Dec., 1960) The letter exchange was first announced in the March, 1958, American Teacher and extended since, Brett said:

Interested in Education

"People in Africa are intensely interested in education. As in other countries, teachers of Africa are playing and will play a most important role in the de-

velopment of these nations. It is to be hoped that many of our AFT members will be interested in corresponding with teachers in the four important African countries."

"The Turkish Teacher's Union has recently indicated its interest in the program, and the names of a number of its members have been received. Teachers in the AFT who would like to correspond with teachers in Turkey are requested to so indicate."

Other Countries Participating

In addition to the five new countries added to the letter program this year, teachers in the following countries are also participating: Austria, Belgium, Denmark, Germany, Great Britain, Holland, Israel, Sweden and Switzerland. Brett hopes that arrangements will soon be completed with teacher organizations in Italy and France.

Requests for participation in the letter exchange program should be sent to Richard J. Brett, Waukegan Township High School, Waukegan, Illinois. Teachers should include their grade level of teaching, subject area, special interests and any other pertinent information which will assist in the exchange.

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Leaders at annual banquet of Springfield, O., Federation of Teachers, addressed by AFT Vice-President Paul B. High of Cleveland: Standing, William Wain, new treasurer, and seated, Harold Warfel, vice-president, and Mrs. Winifred Lloyd, member of the banquet committee. The Local is sponsoring a series of three reading workshops chaired by Ralph Pendleton, the first of which was this fall. Herb Distelhorst, president, said a second is planned for March, and a third at a later date.

Camel and Elephant Rides, Fun, Adventure, World Trip

CHICAGO, Ill.—Miss Mildred Heindl, member of the Chicago Teachers Union, Local 1, and chairman of the physical education department in this city's Amundsen High school, feels that elephant rides do not come up to the movie version and rides on camels are not much better.



Miss Heindl

Miss Heindl's adventures on a 10-months world trip as reported by Suzanne Avery who interviewed her for the Chicago Tribune after her return to Amundsen, where she has taught for 26 years, were so interesting that the American Teacher passes the story on to you.

"Camels are terribly bulky and bumpy," Miss Heindl was quoted by the Tribune reporter, in relating a painful ride to inspect the pyramids of Egypt. The Tribune story continued:

"It Isn't So"

As for the elephant rides, Miss Heindl said, "You know in the movies they show people sitting in fancy boxes. Well that's just not true."

Miss Heindl's ride in Agra, India, was described like this: "They put a ladder down and you climb up and hope for the best. What is there to hold on to? Just nothing."

Miss Heindl and her companion, Miss Elizabeth Haney, took a dozen boats and visited some 20 countries on their trip which

began on a boat bound for Sweden from New York.

"Norway was simply magnificent," said Miss Heindl, recalling her tour of the Scandinavian countries. "It has beautiful fjords, mountains, and glaciers."

Notes Industriousness

"But the real highlight of our trip was our visit to the Holy Land. We saw Jerusalem from both the Arab and Israeli sides."

Miss Heindl was impressed by the industriousness of the Israeli state and its people. The Hebrew university in Jerusalem seemed to exemplify this quality.

"It is beautiful and modern" she said. "It seems to mirror the progressiveness and optimism of Israel and its people."

Poverty In India

Another view of life was presented as the pair visited India, where they stayed three weeks. "The people are in terrible poverty and there is dirt everywhere."

Miss Heindl and Miss Haney spent Christmas morning observing the pilgrims bathing in the Ganges. "It was not a happy sight," she said.

But a visit to the Taj Mahal was another experience. "It is truly one of the seven wonders of the world," she conceded.

The last leg of the journey proved interesting in more ways than one. The pair took a nine day freighter trip from Japan to Honolulu. The ride was rocky: "We had to tie ourselves in our bunks to keep from getting smashed to pieces," Miss Heindl said.

"The air was less than sweet. They had a cargo of copra. That's cracked coconuts. Have

Survey Reports Half South's Public Colleges Desegregated

NASHVILLE, Tenn.—The Southern School News stated in its November issue as a result of the first survey of its kind that, "many a young southerner who has attended segregated colleges all his life is (now) apt to find himself in a desegregated college."

The News stated on the basis of the survey that more than half of the south's public colleges have desegregated, while by contrast just over one-fourth of the region's biracial school districts have desegregated. (American Teacher, Sept., 1960)

130 Now Mixed

The Southern School News survey showed that of 199 predominantly white public colleges 116 are desegregated in practice or principle. Of 38 predominantly Negro colleges, 14 are desegregated. This makes 130 desegregated tax-supported colleges in a total of 237. The News continued:

"No exact figures are available on the extent of desegregation in private colleges. Practices vary widely in private colleges, and some of these institutions are reluctant to disclose their racial policies. Some private colleges have started desegregation in the face of state laws, still on the books, which require segregation. Sometimes private colleges feel that the less said about their desegregation plans, the better desegregation's chances.

College Desegregation Faster

"Generally speaking, college desegregation began sooner and spread more rapidly than desegregation below the college level. Of the 17 southern and border states that maintained compulsory segregation in their elementary and secondary schools at the time of the Supreme Court's 1954 decision, 12 had at least some college desegregation. Florida is the only

state to initiate college desegregation subsequent to the 1954 decision.

"In four Deep South states—South Carolina, Georgia, Alabama and Mississippi—all public schools, including colleges, are segregated. The University of Alabama still is under Federal court order to accept qualified Negro students, but none has enrolled since Autherine Lucy's tumultuous three-day stay on the campus in 1956. A suit by two Negroes asking admission to the University of Georgia is pending in Federal court.

Began in 1936

"Desegregation of tax-supported colleges in the southern region dates back to 1936, when a state court ordered the University of Maryland to admit a Negro law student. When the 1954 U. S. Supreme Court's de-

Newark Local Members Picket For Pay Raise

NEWARK, N.J.—An estimated 100 members of the Newark Teachers Union, Local 481, picketed the board of education building and city hall for two hours in support of a campaign for higher salaries.

Students joined in the demonstration which began at the after-school hour of 4:00 p.m.

A decision was rendered, the university's undergraduate courses became fully desegregated. Now an estimated 300 to 400 Negroes attend predominantly white colleges in Maryland."

The Southern School News survey report is summarized in nearly three pages in the newspaper, state by state.



Michigan leaders mingle with teachers at annual Detroit Federation of Teachers, Local 231, Institute: Above, Local 231 President Mary Ellen Riordan and the city's Mayor Louis Miriani. Below, Federation Executive Board Members Lois Burns, Floyd Adams and Beatrice Mazer chat with Gov. Elect John Swainson, second from right. The Institute heard Author Harry Golden, also Free-Press columnist, declare that "we need to show the world that the American ideal still has vitality."



The Critique, New Local 279 Newspaper

CLEVELAND, O.—The Critique is the new 4-page standard tabloid size newspaper of the Cleveland Teachers Union, Local 279, the first issue of which came off the press the latter part of last year.

Shirley Lapine is editor, and members of the editorial staff are Fred Benbow, Tom Dempsey, Fran Nugent, Steve Zerucha and Mary Kahler.

Local 279 Executive Secretary Paul A. Corey said the Local hopes to publish five issues this year. The new publication is a worthy contemporary of the older state and local AFT printed newspapers.

you ever smelled cracked coconuts?"

But a reward awaited at Honolulu: "Once again we could eat American food and could read American signs. It was marvelous."

International Summer, 1961, Study-Tours

AFT Listing, Most to Europe More to Orient, Many by Jet

CHICAGO, Ill.—One hundred and twenty-five 1961 summer study-tours offered or sponsored by American universities and colleges the country-over to other countries and the new states of Alaska and Hawaii, are summarized in the 10th annual listing compiled by Richard J. Brett of Waukegan, co-chairman of the international relations committee of the American Federation of Teachers.



Mr. Brett

The total exceeds last year's up-to-then record number by two. This year, as previously, the summary reflects changing conditions in areas of the world. Last year, three schools offered tours to Africa; this year, none feature Africa.

Far-East Gains

However, four include Egypt. No tours concentrated on the Far-East last year; this year seven will be conducted specifically in the Pacific-Orient region.

The number of European tours

is, as always, much greater than those in other areas. An analysis of the 82 European tours for next summer shows that some of the leading European countries will be visited by fewer groups; however, the top five remains the same.

France continues in the role of most popular country for teacher tourists, followed by England second, Germany third, and Italy and Switzerland tied for fourth.

The second five include Holland, Austria, Belgium, Denmark and Sweden in that order. While attracting fewer tours, the largest percent increases are found for Norway, Sweden, Finland, Russia and Poland.

More to Poland

Last year Poland was included on two itineraries; this year seven include the country. Turkey, Lebanon and Jordan have shown big percent decreases.

Most tours plan to move quickly to the various overseas starting points, as over 60 percent of the tour groups will travel by air. Half this number will fly by jets.

A number of tours provide for extensions of the basic program; these extensions have not been included in the summary. Because of the large number which are planned for Hawaii and Mexico, a separate listing for these two areas follows the en-

tries for the Pacific-Orient and Latin America, respectively.

Colleges and universities which are known to be operating tours but for various reasons, including tardy reporting, could not be listed are:

Bucknell University, Lewisburg, Pa.; California State College, California, Pa.; Clarion State College, Clarion, Pa.; Elizabethtown College, Elizabethtown, Pa.; Lebanon Valley College, Annville, Pa.; Lock Haven State College, Lock Haven, Pa.; Nebraska Wesleyan University, Lincoln Neb.; New Mexico Western College, Silver City, N. M.; Pennsylvania State University, University Park, Pa.; Shippensburg State College, Shippensburg, Pa.; and University of Kansas City, Kansas City 10, Mo.

Applicants Should Hurry

Some of the study-tours listed in the following summary may have reached their quota but most schools are happy to carry a waiting list. Teachers are urged—if interested—to make inquiry regarding the tour of choice immediately.

The following information, in order, lists the subject area, countries included, credit granted, cost (including transportation but not including tuition), U. S. departure point, type of transportation (to foreign or overseas point), dates, deadline for applications, college or university offering study tour, and brief description of tour (such information not included in summary, was not supplied):

WORLD

BIOLOGY AND AUDIO-VISUAL EDUCATION: Hawaii, Japan, Hong Kong, Philippines, Thailand, India, Egypt, Greece, Italy, France, England; 8 Q.H.; \$2,705; San Francisco; air-jet; June 28-Aug. 18; June 13; Western Illinois University, Macomb, Ill.

EDUCATION: Denmark, Greece, Jordan, Egypt, Sudan, Kenya, Uganda, Zanzibar, India, Burma, Thailand, Cambodia, Vietnam, Hong Kong, Taiwan, Japan, Hawaii; 3-6 S.H.; \$2,590; Milwaukee; other departure cities possible; air-jet; June 24-Aug. 18; May 1; State College, Whitewater, Wis.

SOCIAL STUDIES: Germany, Russia, India, Thailand, Philippines, Hong Kong, Macao, Japan, Hawaii; \$2,698; New York; air; July 8-Aug. 26; Indiana University, Bloomington, Ind. This group will attempt to look at the world from the Soviet point of view. After Russia the members will be alert for evidences of the ways the Soviets are carrying out their foreign policy.

MIDDLE EAST

BIBLE LANDS: Italy, Greece, Egypt, Syria, Jordan, plus enroute to England, France, Germany, Switzerland, Spain; 2-4 S.H.; \$1,695 incl. tuition; New York; July 4-Aug. 26; May 1; Brigham Young University, Provo, Utah.

HUMANITIES AND ARCHAEOLOGY: Italy, Sardinia, Egypt, Sicily; 3-6 S.H.; arrange own transportation to Rome; June 19-July 28 and July 31-Aug. 18, or all 9 weeks; March 1; San Francisco State College, San Francisco 27.

Sorbonne—Paris

Summer course for teachers, students, others; French language, literature, Plus 5 country tour; 2 months—\$1,085.

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Calif. The six-week tour in Humanities will visit museums and excavation sites. The three-week course in Archaeology will offer lectures and excavations at early prehistoric sites.

EUROPE

ART: England, Belgium, Holland, Germany, Austria, Italy, France, Switzerland, Luxembourg, Yugoslavia; 1-6 S.H.; \$1,609.40; New York; air-jet; June 27-Aug. 3; April 1; DePauw University, Greencastle, Ind. The program is designed to offer a thorough survey of European art from the Roman through the Modern.

ART: England, Holland, Germany, Italy, France; 3 S.H.; \$905; New York; air, jet return; June 5-26; Jan. 15; Kutztown State College, Kutztown, Pa. Masterpieces of painting, architecture and sculpture will be visited in the countries indicated.

ART: Greece, Italy, France, England; \$1,455; San Diego; air; June 25-Aug. 5; San Diego State College, San Diego, Calif.

CIVILIZATION OF WESTERN EUROPE: England, Scotland, Norway, Sweden, Denmark, Germany, Austria, Italy, Switzerland, France; 3 S.H.; \$1,432; New York; ship; June 23-Aug. 23; March 1; Denison University, Granville, Ohio.

CLASSICAL INFLUENCES IN WESTERN LITERATURE: Greece; 8 S.H.; \$1,050-\$1,200; New York or Montreal; air or ship; about June 29-first Sept.; April 15; State University College of Education, Oswego, N. Y. An Experiment in International Living program with a three-week homestay as a member of a family in Athens.

COMPARATIVE EDUCATION: Ireland, England, Norway, Sweden, Denmark, Holland, Belgium, Germany, Austria, Italy, Switzerland, France; 2-6 S.H.; \$1,250; Montreal; June 25-Aug. 28; April 15; Brigham Young University, Provo, Utah. Visited to European schools featured.

COMPARATIVE EDUCATION: Portugal, Spain, Switzerland, Italy, Germany, Austria, Holland, Belgium, France, England; 4 S.H.; \$1,565 incl. tuition; Detroit; air-jet; June 29-July 24; April 15; Central Michigan University, Mount Pleasant, Mich. Enrollees will have opportunity to visit educational institutions and confer with educators in various countries.

COMPARATIVE EDUCATION: Scotland, England, Holland, Belgium, Switzerland, Austria, Italy, France, Germany; \$1,227; New York; air; July 16-Aug. 26; Denver University, Denver, Colo. There will be visits to schools and meetings with educators for the purpose of comparing educational systems.

COMPARATIVE EDUCATION: Denmark, Norway, Sweden, Finland, Russia, Poland, Czechoslovakia; 6-9 Q.H.; \$1,385; Cleveland; air-jet; June 17-July 22; April 1; Kent State University, Kent, Ohio. Resources for teaching about countries visited.

COMPARATIVE EDUCATION: Norway, Sweden, Finland, Russia, Germany, Switzerland, France, England; 6 S.H.; \$1,500 incl. tuition; Chicago; air-jet; June 11-July 23; Jan. 30; Rockford College, Rockford, Ill. This course provides for the study of modern European and Russian instruction in basic school subjects and policies, such as promotion and retention of pupils, teacher recruitment, teacher-pupil ratios, and teacher preparation.

COMPARATIVE EDUCATION: 6 S.H.; Temple University, Philadelphia 22, Pa. A study of educational traditions, practices and problems in the context of European travel and observation.

COMPARATIVE EDUCATION: England, Holland, Germany, Luxembourg, France, Switzerland, Italy, Greece, Turkey, Austria; 2-6 hrs.; \$940-\$1,535, plus trans-Atlantic roundtrip air fair; Detroit; air; June 24-Sept. 1; Wayne State University, Detroit 2, Mich.

COMPARATIVE EDUCATION-AL SYSTEMS: Switzerland; 8 S.H.; \$1,050-\$1,200; New York or Montreal; air or ship; about June 29-first Sept.; April 15; State University College of Education, Buffalo, N. Y. An Experiment in International Living program with a three-week homestay as a member of a family in Switzerland.

COMPARATIVE LIBRARY EDUCATION: England; 8 S.H.; \$1,050-\$1,200; New York or Montreal; air or ship; about June 29-first Sept.; April 15; State University College of Education, Geneseo, N. Y. Includes three-week homestay as a member of a family in London.

CONTEMPORARY SOCIAL PROBLEMS: Gibraltar, Tanger, Spain, Italy, Austria, Switzerland, Germany, Luxembourg, France, Belgium, Holland, England; 3 S.H.; \$1,595; New York; air-jet; June 26-Aug. 25; June 1; Miami University, Oxford, Ohio. Combination of comprehensive travel and sightseeing including 30 lectures dealing with the contemporary social problems of the countries visited.

CULTURE OF EUROPE: England, France, Germany, Denmark, Sweden, Norway, Holland, Belgium, Luxembourg, Austria, Switzerland; 6 S.H.; \$1,299; New York; air, jet return; June 26-Aug. 6; June 6; Pennsylvania State College, Clarion, Pa. Recent history and government of selected countries of Europe; Central European civilization; and recent developments in science, politics and economics.

DRAMATICS: England; 6 S.H.; \$1,000; New York; air; eight weeks; April 1; University College of Syracuse University, Syracuse 3, N. Y. Study in Dramatics at Stratford-on-Avon.

ECONOMIC DEVELOPMENT: Portugal, Spain, France, Switzerland, Germany, Holland, Belgium, England, Scotland; 8 hrs.; \$1,110 (ship); \$1,260 (air); New York; ship or air; June 28-Aug. 14 (ship); July 3-Aug. 14 (air); University of Idaho, Moscow, Idaho. Special emphasis on the political hierarchy of each economy and the impact of social mores on their economic development. Conferences and discussion seminars with leading industrialists, political leaders and people of note in art and music.

EDUCATION: England, Germany, Switzerland, Italy, France; 8 S.H.; \$1,527 incl. tuition; Montreal; ship; June 29-Aug. 31; May 1; school of education, New York University, New York 3, N. Y. Includes visits to schools, historic spots, lectures by national authorities.

ENGLISH: England, Scotland, Holland, Germany, Switzerland, Austria, Italy, Spain, France; 6 S.H.; \$1,199; New York; ship; June 9-Aug. 10 (return to Montreal); Jan. 31; Texas Technological College, Lubbock. Course includes book reviews, attendance at plays and visiting places of interest in literary studies.

ENGLISH: Iceland, England, Holland, Germany, Austria, Italy, Switzerland, France; 8 Q.H.; \$1,339.50; New York; air-jet; July 9-Aug. 24; June 24; Western Illinois University, Macomb, Ill.

ENGLISH AND SPEECH: France, England, Ireland, Scotland; 4 S.H.; \$1,200 incl. tuition; Montreal; ship; July 14-Aug. 23; March 1; Central Michigan University, Mount Pleasant, Mich. Course gives an opportunity for attendance at various theaters of Europe with many visits to literary and historical places of interest.

ENGLISH TRADITION: England, Scotland, Ireland, France, Switzerland, Italy, Austria, Germany, Holland; 4-8 S.H.; \$1,150; Montreal; June 8-Sept. 1; April 1; Brigham Young University, Provo, Utah.

EUROPEAN ARTS: Italy; 8 S.H.; \$1,050-\$1,200; New York or Montreal; air or ship; about June 29-first Sept.; April 15; State University College of Education, Geneseo, N. Y. An Experiment in Inter-

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EUROPEAN CIVILIZATION: Holland, France, Switzerland, Italy, Austria, Germany, England, Scotland; 6 S.H.; \$1,420 incl. tuition; New York; air—jet; July 10-Aug. 26; Montclair State College, Upper Montclair, N. J. Field studies in the Arts.

EUROPEAN CONTEMPORARY PROBLEMS: England, Holland, Germany, Austria, Italy, Switzerland, France; \$1,205; New York; air; July 8-Aug. 17; Glassboro State College, Glassboro, N. J. Instruction in European History and European Contemporary Problems.

EUROPEAN CULTURAL TOUR: England, Belgium, Holland, Germany, Austria, Italy, Spain, France, Switzerland; 6 S.H.; approx. \$1,400; Montreal; ship eastward, air—jet westward; June 22-Aug. 14; Feb. 1; Loyola University of the South, New Orleans, La. Analysis of Western European culture.

EUROPEAN CULTURE: Ireland, England, Belgium, Holland, Germany, Switzerland, Italy, France; no credit; \$1,270; New York; air—jet going, ship return; June 15-July 31; April 15; Saint Louis University, St. Louis 3, Mo.

EUROPEAN HIGHLIGHTS: England, Holland, France, Switzerland, Italy, Austria, Germany; 2-4 S.H.; \$995 incl. tuition; New York; June 21-July 22, April 15; Brigham Young University, Provo, Utah.

EUROPEAN HISTORY: England, Belgium, Holland, Denmark, Sweden, Norway, Germany, Switzerland, Austria, Italy, France; 3 S.H.; basic \$1,128; New York; ship; June 28-Aug. 25; April 1; University of Oklahoma, Norman, Okla. Preparation on shipboard and before entering each country.

FASHION AND TEXTILES: England; 6 S.H.; \$1,100; Syracuse; air; June 27-Aug. 25; April 1; Syracuse University, Syracuse, N. Y. Study concentrated in England; travel also to several other countries in Western Europe.

FIELD SURVEY OF EUROPEAN MUSIC: Italy, Austria, Germany, Switzerland, France, England, Holland, Portugal, Spain, Denmark, Norway, Sweden, Scotland; 6 S.H.; June 28-Aug. 30, or shorter section; Director, Summer Sessions, Temple University, Philadelphia 22, Pa. Basic section, July 9-Aug. 16, includes seven countries; extended section, June 28-Aug. 16, adds Portugal and Spain; complete program adds Scandinavian countries and Scotland.

FINE ARTS: France, Switzerland, Italy, Germany, Austria, Russia, Finland, Sweden, Norway, England, Scotland; 3-5 S.H.; New York; ship; \$1,525, June 16-Aug. 15; air—jet, \$1,575, June 22-Aug. 9; maximum of 35; University of Utah extension division, Salt Lake City 12, Utah. Includes an eight-day visit to Russia with stops at Leningrad and Moscow.

FRENCH: France; 3-7 S.H.; Director, Summer Sessions, Temple University, Philadelphia 22, Pa. Language courses at elementary, intermediate and advanced levels; lectures on literature, history, art and philosophy; French phonetics, theory and practice. All courses by the Sorbonne University, Paris.

FRENCH CONVERSATION AND CIVILIZATION: France, Switzerland, Italy, Austria, Germany, Luxembourg, Belgium; 6 S.H.; \$1,295, without 3-week tour \$995; New York; air—jet; June 20-Aug. 29; Feb. 1; The University of Mississippi, P. O. Box 213, University, Miss. Six weeks in France during which time members will study with native professors in Aubigny (Cher), 120 miles south of Paris.

FRENCH LANGUAGE AND LITERATURE: England, Holland, Belgium, Spain, France; \$1,085; air; June 19-Aug. 20; May 6; Brooklyn College, Brooklyn, N. Y. Six weeks at the Sorbonne University in Paris.

FRENCH LANGUAGE AND LITERATURE: France; 6 S.H.; \$950; Syracuse; air; June 27-Aug. 25; April 1; Syracuse University, Syracuse 3, N. Y. Study of French language and literature at the University of Caen.

FRENCH LANGUAGE STUDY: France, Italy, Switzerland, Germany, Holland, England; 4-8 S.H.; \$895 incl. tuition; New York; June 29-Sept. 1; April 1; Brigham Young University, Provo, Utah. Includes five weeks at the Sorbonne University of Paris.

GENEALOGY: Holland, Germany, Austria, Switzerland, France, England, Scotland; 1-4 S.H.; \$850 incl. tuition, but not incl. two weeks free time; New York; July 23-Aug. 25; April 15; Brigham Young University, Provo, Utah. Two weeks free time in British Isles for individual genealogical research.

GEOGRAPHY: England, Scotland, Norway, Sweden, Denmark, Germany, Holland, Belgium, Luxembourg, Switzerland, France; 6 S.H.; \$1,195; New York; ship; June 30-Aug. 22; Slippery Rock State College, Slippery Rock, Pa. Classes will be conducted aboard ship and along continental route.

GEOGRAPHY: Denmark, Finland, Russia, Poland, Czechoslovakia, Germany, France; 8 Q.H.; \$1,755.50; New York; air—jet; July 18-Aug. 21; July 3; Western Illinois University, Macomb, Ill.

GEOGRAPHY AND RELATED CULTURES: England, Norway, Sweden, Denmark, Germany, Austria, Switzerland, Italy, France, Belgium, Holland; 5 Q.H.; \$1,144; Montreal; ship; June 28-Aug. 25; April 15; Oregon College of Education, Monmouth, Ore. Orientation lectures on shipboard and private bus throughout Europe.

GEOGRAPHIC INFLUENCE IN NORTHWESTERN EUROPE: Iceland, Norway, Sweden, Denmark, Finland, Holland; 8 S.H.; approx. \$1,300; New York or Montreal; ship going, air return; end June; end Aug.; April 15; State University College of Education, Buffalo 22, N. Y. Visits to farms and factories; folk museums, government buildings and schools. Study the reclamation work in one of Holland's projects.

GERMAN: England, France, Belgium, Holland, Germany, Switzerland, Austria, Italy, Austria; 6 S.H.; \$800; Newark, N. J.; air; June 15-Aug. 27; March 1; University of Mississippi, P. O. Box 181, University, Miss. German language, history and culture.

GERMAN AND FRENCH CIVILIZATIONS: England, Norway, Sweden, Denmark, Germany, Austria, Italy, France, Switzerland; 3-6 S.H.; \$1,360; New York; ship; June 9-Aug. 9; April 28; State University of South Dakota, Vermillion, S. D.

GERMAN LANGUAGE STUDY: Italy, Austria, Germany, Switzerland, Holland, Belgium, England; 4-8 S.H.; \$1,050 incl. tuition; New York; June 8-Sept. 1; April 1; Brigham Young University, Provo, Utah. Three weeks at the University of Vienna, and three at the University of Salzburg.

GERMAN STUDY: France, Belgium, Holland, Germany, Austria; 3-6 credits; \$750; New York; ship; June 9-Sept. 1; March 15; The College of Wooster, Wooster, Ohio. Stay of eight weeks in Vienna to study language and customs.

HISTORY: Holland, France, Germany, Switzerland, Italy, Austria, Poland, Russia, Finland, Sweden, Norway, England, Ireland; 6 S.H.; \$1,698, New York; air—jet; July 2-Aug. 23; limited to 35; Case Institute of Technology, Cleveland 6, Ohio. European background of western civilization; an introduction to western civilization in its geographical setting.

HISTORY: Denmark, Sweden, Finland, Russia, Poland, Germany, Austria, Italy, Switzerland, France; 4 S.H.; \$1,725; Los Angeles; air—jet; June 18-Aug. 10; Occidental College, Los Angeles 41, Calif. Recent and contemporary histories of the countries visited, with emphasis on comparative governmental and social institutions.

HISTORY, MUSIC AND ART: Holland, Norway, Sweden, Denmark, France, Switzerland, Italy, Austria, Germany, England; 2-4 S.H.; \$1,298; New York; air—jet; June 25-Aug. 6; April 1; Capital University, Columbus 9, Ohio.

HUMAN RELATIONS AND GROUP GUIDANCE: Austria, Ger-

many, Switzerland, Italy; 6 credits; \$1,100 incl. tuition; New York; air—jet; July 30-Aug. 31; Saint Louis University, St. Louis 3, Mo. Seventh annual workshop offered in cooperation with Loyola University of Chicago. Lectures in Salzburg for three weeks.

HUMANITIES: England, Ireland, France, Spain, Italy, Greece, Austria, Germany, Belgium; 4 S.H.; \$1,460; Montreal; ship; June 9-Aug. 16; March 1; The College of St. Catherine, St. Paul 5, Minn. Emphasis will be on Greece.

HUMANITIES: England, Belgium, Germany, Austria, Italy, Greece, Switzerland, France, Holland; 6 S.H.; \$1,475; New York; air—jet; June 24-Aug. 5; May 1; University of Arizona, Tucson, Ariz. One of the unique features is the visit to Greece.

LANGUAGE: France; 2-4 S.H.; \$994.37; Seattle, Washington and New York; air—jet; depart June 26, May 15; Willamette University, Salem, Ore. Classes at the University of Grenoble in France.

LANGUAGE, LITERATURE, HISTORY, PHILOSOPHY: England, France, Italy, Austria, Switzerland; 6 credits; \$1,099 plus living expenses during summer school; New York; air—jet; June 24-Aug. 25; March 1; Georgetown University, Washington 7, D. C. Six-week summer school program at Fribourg, Switzerland, including elementary and intermediate French and German, French and German literature, British contemporary literature, and Soviet philosophy. Three-week sightseeing tour preceding the summer school.

MODERN FRANCE: France; 4-6 credits; \$425 incl. tuition but not transportation; classes June 26-July 28; May 1; Sarah Lawrence College, Bronxville, N. Y. Session on the outskirts of the Bois de Boulogne, Paris. Program includes a series of lectures on modern France by distinguished French writers, artists and political leaders.

MUSIC: France, Luxembourg, Germany, Austria, Italy, England, Scotland; 6-8 S.H.; about \$1,300 incl. tuition; New York or Montreal; ship going, air return; June 30-Aug. 29; April 15; State University College of Education, Fredonia, N. Y. Experiment in International Living with three-week homestay in southern Germany.

MUSIC, ART, LANGUAGE: Holland, Germany, Austria, Hungary, Switzerland, Italy, France; 6 credits; \$1,485; New York; air; June 28-Aug. 27; Boston Conservatory of Music, Boston, Mass. Four weeks at the University of Vienna.

MUSIC, ART, THEATER: Holland, England, France, Switzerland, Italy, Austria, Germany, Denmark, Scotland; 6 S.H.; \$1,800; New York; air—jet; July 8-Aug. 21; May 1; San Francisco State College, San Francisco 27, Calif. Europe's famed festival towns, cathedrals, galleries, opera houses, cities and byways become the expanded classroom, a general survey of peoples and their arts.

MUSIC FESTIVALS: England, Belgium, Holland, Germany, Austria, Italy, Switzerland, France, Scotland; \$1,280; New York; air; depart July 13; limited to 20; Indiana University, Bloomington, Ind. Group activities include attendance at several European music festivals and a general tour of Europe.

PEOPLES AND CULTURES OF EUROPE: Italy, France, Austria, Switzerland, Germany, Belgium, Holland, England, Scotland; 2-6 S.H.; \$1,350 incl. tuition; New York; June 30-Aug. 29; April 15; Brigham Young University, Provo, Utah. Mediterranean area will be featured.

PEOPLES AND CULTURES OF EUROPE: England, Scotland, Norway, Sweden, Denmark, Germany, Holland, Belgium, Luxembourg, France, Switzerland, Austria, Italy, Spain, Portugal; 2-6 S.H.; \$1,495 incl. tuition; New York; June 23-Aug. 23; April 15; Brigham Young University, Provo, Utah. Scandinavian countries featured.

PHYSICAL AND SOCIAL RECONSTRUCTION IN WESTERN EUROPE: Sweden, Germany, Czechoslovakia, Austria, Holland,

France, England, Scotland; 6 S.H.; Director of Summer Sessions, Temple University, Philadelphia 22, Pa. Physical and social reconstruction that has taken place in selected Western European metropolitan centers.

POLISH: Poland; 6 S.H.; \$850; Syracuse; air; July 27-Aug. 25; April 1; Syracuse University, Syracuse 3, N. Y. Students enrolled for credit must participate in a three-week language workshop prior to departure.

THE RENAISSANCE IN ITALY: Italy; 4-6 credits; \$500 incl. tuition but not transportation; classes June 26-Aug. 4; May 1; Sarah Lawrence College, Bronxville, N. Y. The Summer School will be held in Florence and will include history, art, literature and the Italian language.

ROMAN CIVILIZATION: England, France, Scotland, Belgium, Germany, Switzerland; 6 S.H.; \$1,530 incl. tuition; air; June 30-Aug. 21; Montclair State College, Upper Montclair, N. J. Lectures "in situ" by archaeologists, historians and curators of museums.

SCANDINAVIAN WORKSHOP: Denmark, Norway, Finland; \$1,025; New York; air; July 2-Aug. 6; University of California, Berkeley, Calif.

SEMINAR AND FIELD STUDY: Denmark, Norway, Sweden, Finland, Russia, Poland, Czechoslovakia; 6-9 Q.H.; \$1,385; Cleveland; air—jet; June 17-July 22; April 1; Kent State University, Kent, Ohio. Resources for teaching about Scandinavia, Soviet Union, Poland and Czechoslovakia.

SOCIAL SCIENCE: England, France, Switzerland, Germany, Belgium, Holland; \$979; New York; ship; June 9-Aug. 1 for individual return; Drew University, Madison, N. J. Two weeks study in London and Oxford University; three in Paris at the College European des Sciences Sociales et Economiques; and two weeks traveling in Europe.

SOCIAL SCIENCE: England, Holland, Germany, Austria, Russia, Italy, Switzerland, France; 6 S.H.; \$1,490 incl. tuition; New York or Montreal; ship going, air return; June 13-Aug. 26; April 1; Iowa State Teachers College, Cedar Falls, Iowa. Social Science Seminar in Europe will attempt to give students a good picture of the politics, society, and culture of Europe today. Two weeks study at Queen's College, Oxford University, and two weeks at the University of Vienna.

SOCIAL SCIENCE: Norway, Sweden, Denmark, England, Holland, Germany, Switzerland, Austria, Italy, France; 8 Q.H.; \$1,392.50; New York; air—jet; July 6-Aug. 20; June 20; Western Illinois University, Macomb, Ill.

SPANISH CULTURE: Spain; no credit; \$850; Syracuse; air; June 27-July 26; April 1; Syracuse University, Syracuse 3, N. Y.

SPANISH LANGUAGE AND CULTURE: Spain; 8 S.H.; \$1,050; \$1,200; New York or Montreal; air or ship; about June 29-early September; April 15; State University of New York, Albany, N. Y. Experiment in International Living with a three-week stay with a family in Madrid.

SPANISH LANGUAGE STUDY: Germany, Switzerland, Italy, France, Holland, England; 4-8 S.H.; \$1,095 incl. tuition; New York; June 8-Sept. 1; April 1; Brigham Young University, Provo, Utah. Three weeks at the University of Madrid, one week at the University of Oviedo, one at the University of Seville.

SPEECH AND THEATER: England, Scotland, Germany, France, Italy, Holland, Denmark, Sweden, Greece; 6 S.H.; \$1,200; Lubbock or New York; air going, ship return; June 1-July 15; March 1; Texas Technological College, Lubbock, Texas. Tour of theaters, plays, theatrical museums and points of interest theatrically.

STUDENT EUROPEAN PROGRAM: England, Scotland, Norway, Sweden, Denmark, Holland, Belgium, France, Italy, Austria, Switzerland, Germany; 2-6 S.H.; \$1,295 incl. tuition; New York; June 25-Aug. 24; May 1; Brigham Young

University, Provo, Utah. Credit in European Civilization History.

STUDY TOUR: England, Norway, Sweden, Denmark, Germany, Holland, Austria, Italy, France, Switzerland, Spain, Portugal; \$1,475; air; June 25-Aug. 23; San Diego State College, San Diego, Calif.

SUMMER SCHOOL IN SWITZERLAND: England, France, Switzerland (for all), plus Italy, Austria, Germany, Luxembourg (for Option II), plus Poland, Russia, Finland, Sweden, Denmark, Holland (for Option III); 3-6 S.H.; \$686; \$883; \$1,295, all incl. tuition; New York; air; July 9-Aug. 29; Jan. 15; California Western University, San Diego 6, Calif. The program includes French language, comparative education, history of Soviet Russia, international organizations, and ecumenical studies. In cooperation with the University of Geneva and University of Lausanne in Switzerland.

VISUAL ARTS: Portugal, Spain, Switzerland, Italy, Greece, Turkey, Austria, Germany, France, England, Belgium, Holland; 6 S.H.; July 2-Aug. 22; Director of Summer Sessions, Temple University, Philadelphia 22, Pa. Studies of works of architecture, sculpture and painting in the countries visited.

WESTERN EUROPE: England, France, Spain, Italy, Switzerland, Belgium, Germany, Portugal, Holland, Austria; 4 S.H.; \$1,435; Los Angeles; air—jet; about June 15-Sept. 1; May 1; Mount St. Mary's College, Los Angeles 49, Calif.

WESTERN EUROPEAN CIVILIZATION: England, France, Germany, Switzerland, Austria, Italy, Spain, Portugal; 6 S.H.; New York; ship going, air return; July 7-Aug. 30; Director of Summer Sessions, Temple University, Philadelphia 22, Pa. Special study sessions in London, Paris, Florence, Rome and Madrid, and more informal seminars at other key centers.

WORLD SEMINAR ON EDUCATION: Portugal, Spain, Switzerland, Germany, Holland, Belgium, France, England, Scotland, Ireland; \$1,774.30 plus 9 days independent travel; New York; air; June 25-Aug. 28; World Seminar on Education, University Heights, 181 East Wimper, Buffalo 15, N. Y. Features in Geneva—International Seminar on Education July 3-15 and International Organizations Seminar July 17-29, plus two travel sections.

PACIFIC-ORIENT

ORIENTAL ART AND HOME ECONOMICS: Japan; 3 S.H.; \$1,500; Syracuse; air; June 27-Aug. 25; April 1; Syracuse University, Syracuse 3, N. Y. Credits in Fine Arts or Home Economics.

PACIFIC-ORIENT CIRCLE: Hawaii, Tahiti, Samoa, Indonesia, Singapore, Thailand, Hong Kong, Japan, New Zealand, Australia; 3-5 S.H.; \$1,195; West Coast; air; June 10-Aug. 15; April 1; Brigham Young University, Provo, Utah. History of Asia.

SOCIAL SCIENCE: Japan; 3 S.H.; \$1,598; San Francisco; air—jet; Aug. 3-27; May 1; San Francisco State College, San Francisco 27, Calif. Japan's rural and industrial development, her urban and population problems as well as aspects of her culture will be observed and discussed at first hand.

SOCIAL SCIENCES AND HUMANITIES: Hawaii, Japan, Formosa, Philippines, Hong Kong; 6 S.H.; \$1,892; San Francisco; ship; June 28-Sept. 1; Mar. 1; San Francisco State College, San Francisco 27, Calif. Subjects to include languages, religion, philosophy, literature, art, music, economics, government, manners and customs of the countries.

SOCIOLOGY: Tahiti, New Zealand, Fiji Islands, New Caledonia, Samoa, Hawaii; \$2,995; San Francisco; ship; May 3-July 2; New York University, New York, N. Y. Insight into the life and customs of the islands visited.

STUDY TOUR: Japan, Hong Kong, Philippines, Vietnam, Cambodia, Thailand, Malaya, Hawaii; 4-6 S.H.; \$1,795; Los Angeles; air—jet; July 3-Aug. 3; May 1; La Sierra College, Arlington, Calif.

WORKSHOP IN JAPAN: Japan; July 22-Sept. 2; New York University, New York, N. Y.

HAWAII

BIOLOGY: Hawaii; 3 Q.H.; \$80.50; San Francisco; air-jet; July 18-Aug. 4; July 3; Western Illinois University, Macomb, Ill. Biology of the Islands.

EDUCATION: Hawaii; 3 S.H.; \$560; Los Angeles; air-jet; Aug. 3 by bus to Los Angeles; July 4; Nebraska State Teachers College, Wayne, Nebr. A circle tour of the major island of Hawaii.

HAWAIIAN SOCIO-CULTURAL PROGRAM: Hawaii; 1 S.H.; \$575 incl. tuition; Los Angeles or San Francisco; air; July 27-Aug. 9; May 15; Brigham Young University, Provo, Utah. Include Oahu and islands.

SOCIAL STUDIES: Hawaii; 3 S.H.; \$778 (San Francisco); \$1,064 (New York); air; Aug. 1-18; Montclair State College, Upper Montclair, N. J. The tour will include Oahu, Hawaii, Maui and Kauai.

SUMMER SCHOOL: Hawaii; credit varies; transportation arranged by individuals; summer session, June 26-Aug. 4; Summer Session, University of Hawaii, Honolulu 14, Hawaii. Wide variety of courses on Hawaiian, Pacific and Asian subjects, such as Chinese language, Dances of Hawaii, Government and Politics of South and Southeast Asia, International Relations of the Far East, Community Forces in Hawaii, Peoples and Institutions of Japan, Hawaii and Its People; Literature of the Pacific, Japanese language, Hawaiian language, Korean language, Tagalog language, Indonesian language, Thai language, Indian Philosophy, Chinese Philosophy, Zen Buddhism, Living Religions of Hawaii, Japanese Dance and Its Music, Korean Dance and Its Music, Filipino Dance and Its Music, Pacific and Asian Music, Music of the Far East, History of the Far East, Southeast Asia, Constitutional History of Modern Japan, History of the Hawaiian Islands, et cetera.

SUMMER SESSION: Hawaii; credit varies; \$602.34; San Francisco; air-jet; June 25-Aug. 4; May 1; Summer Session, University of Hawaii, Honolulu 14, Hawaii.

LATIN AMERICA

COMPARATIVE EDUCATION: Mexico, Guatemala, Panama, Colombia, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, Paraguay, Brazil, Trinidad, Puerto Rico, Haiti; 6 S.H.; Miami or Houston; air; about July 8-Aug. 21; Educational Administration, Temple University, Philadelphia 22, Pa. Includes lectures at some of the leading South American universities, observations of classes in private and public elementary and secondary schools, and meetings with educators and governmental officials.

HISTORY — CONTEMPORARY LATIN AMERICAN CULTURE: Venezuela, Brazil, Argentina, Chile, Peru, Panama, Guatemala, Mexico; 6 S.H.; \$1,528; Milwaukee; air; July 24-Aug. 30; Mar. 1; Marquette University, Milwaukee, 3 Wis. The course is designed to stimulate appreciation and understanding of the culture, history and civilizations of Central and South America.

SEMINAR IN LATIN AMERICAN CULTURE: Colombia, Ecuador, Peru, Chile, Argentina, Uruguay, Paraguay, Brazil, Panama; 3 S.H.; \$1,439 (San Francisco), \$1,419 (Los Angeles), \$1,383 (Chicago), \$1,313 (Miami), \$1,373 (New York), \$1,373 (Dallas); air-jet; June 22-July 23; June 29-July 30, July 6-Aug. 6 (three separate four); May 1; College of the Pacific, Stockton 4, Calif.

SOCIAL SCIENCE AND GEOGRAPHY: Panama, Ecuador, Peru, Chile, Argentina, Uruguay, Brazil; 8 Q.H.; \$1,625.50; Miami; air-jet; July 17-Aug. 24; July 2; Western Illinois University, Macomb, Ill.

MEXICO

ANTHROPOLOGY: Mexico; 6 S.H.; \$175; Lubbock; June 1-July 15; May 1; Texas Technological College, Lubbock, Texas. Actual excavation in region of Durango, Mexico.

EDUCATION: Mexico; 4-6 S.H.; \$555; Tijuana; air; June 19 or July

3-30; June 9; Long Beach State College, Long Beach 15, Calif. Study tour through centers of culture, ancient to modern.

EDUCATION: Mexico; 2 S.H.; \$510; Tijuana, air; Aug. 6-28; Aug. 1; Long Beach State College, Long Beach 15, Calif. Study tour of the Gulf Coast and Mayan areas through Yucatan.

FIELD STUDIES IN MEXICAN ARTS AND CRAFTS: Mexico; 8 Q.H.; \$400; El Paso; Pullman; July 17-Aug. 18; May 15; New Mexico Highlands University, Las Vegas, N. M. A study of the arts and crafts of Mexico and the ancient culture which form its background.

GEOGRAPHY: Mexico; 3 S.H.; \$225; Hutchinson, Kansas; bus; June 5-22; May 1; Sterling College, Sterling, Kansas.

HISTORY: Mexico; 6 units; \$417; Tucson; air; June 12-July 15; May 1; University of Arizona, Tucson, Ariz. Tour members will meet for daily lectures on the campus in Tucson for about 10 days, beginning June 12.

MEXICAN LANGUAGE AND CULTURE CENTER: Mexico; 6 or 7 S.H.; transportation \$64 round-trip, board with 2 meals \$60-50 a month; New Orleans; bus; June 14-July 28; May 15; Loyola University of the South, New Orleans, La. Courses on the campus of the Universidad Iberoamericana in Mexico City. The program will stress Latin American Culture and the improvement of North American understanding of Mexico and her philosophy.

SOCIAL SCIENCE AND ART: Mexico; 8 Q.H.; \$422.50; St. Louis; air-jet; July 17-Aug. 18; July 2; Western Illinois University, Macomb, Ill.

SOCIAL STUDIES: Mexico; 8 hours; approx. \$600 plus transportation; assemble in Mexico; approx. July 1-Aug. 21; April 1; State University College of Education, Brockport, N. Y. An Experiment in International Living program with a three-week homestay with a Mexican family in Mexico, D.F.; also, an academic period and 4 days of independent travel.

SOCIAL STUDIES: Mexico; 3 S.H.; \$599; New York; air; July 1-25; Montclair State College, Upper Montclair, N. J.

SPANISH: Mexico; 6-8 S.H.; \$295; Baton Rouge; rail; June 8-Aug. 12; Department of foreign languages, Louisiana State University, Baton Rouge 3, La. Courses in Spanish and Spanish-American Literature.

SPANISH LANGUAGE STUDY: Mexico; 4-8 S.H.; \$375 incl. tuition; June 15-Aug. 4; April 15; Brigham Young University, Provo, Utah. Six weeks residence in Mexico City. Credit in Spanish and Mexican civilization.

SUMMER SCHOOL: Mexico; 6 S.H.; \$280 incl. tuition but not transportation; Tallahassee; transportation student responsibility; July 13-Aug. 26; July 5; Florida State University, Tallahassee, Fla. The program is conducted at the Instituto Tecnológico de Monterrey. Courses offered in Spanish language and literature, History, Sociology, Art, Geography, and Economics.

SUMMER SCHOOL: Mexico; 6 hours; \$280 incl. tuition but not transportation; transportation student responsibility; July 15-Aug. 25; June 1; Texas Christian University, Ft. Worth, Texas. A summer course of six weeks at Monterrey Tec, Monterrey, Mexico.

SUMMER WORKSHOP: Mexico; 6 S.H.; \$412; Miami; air; June 15-July 22; June 1; University of Miami, Coral Gables 46, Fla. A Summer Workshop in Oaxaca in Southern Mexico with courses available in Spanish, drawing and painting, and pre-Columbian art history.

CANADA AND ALASKA

AUDIO-VISUAL EDUCATION: Alaska; 8 Q.H.; \$724.50; Seattle; air-jet; July 25-Aug. 15; July 10; Western Illinois University, Macomb, Ill.

FRENCH LANGUAGE STUDY: Quebec, Canada; 4-8 S.H.; \$465 incl. tuition; June 25-Aug. 1; April 15; Brigham Young University,

Provo, Utah. Six weeks at Laval University.

GEOGRAPHY: Southeastern Canada; 3 S.H.; \$325 Hays; bus; July 22-Aug. 16; July 1; Fort Hays Kansas State College, Hays, Kansas. A course offering opportunities to study and observe economic and physical aspects of the geography of 19 states and four Canadian provinces.

HISTORY AND GEOGRAPHY: Canada; 6 S.H.; \$225; Grambling and into Canada at Detroit; bus; Aug. 13-31; Grambling College, Grambling, La. Tour includes points of historical and general interest and specific notice of the peculiar physical and environmental conditions that characterize the places visited.

SOCIAL SCIENCE AND AUDIO-VISUAL EDUCATION: Nova Scotia, New Brunswick, Quebec, Ontario; 8 Q.H.; \$440; Chicago; bus; June 15-July 14; May 31; Western Illinois University, Macomb, Ill.

STUDY OF ALASKA AND THE ARCTIC: Alaska; 1 S.H.; \$235;

air; bus; ship or rail; Aug. 14-18 for workshop; University of Alaska, College, Alaska. Lectures and field trips stressing Arctic and Alaska—anthropology, history, economics, wildlife, literature, geology, mining.

SPECIAL PROGRAMS

LOW COST STEAMSHIP SPACE: Council on Student Travel, 179 Broadway, New York 7, N. Y. Co-ordinating agency with membership of more than 70 universities and education or religious organizations. Offers minimum fare trans-Atlantic passage to students, teachers, and others traveling for educational purposes on ships sailing between New York and Canadian ports and Northern European and Mediterranean ports. Sponsors an orientation program on board ship with language classes, forums on international problems, concerts and art lectures. Provides information on all types of travel programs. Co-ordinates special educational travel programs to Africa, Asia, and the Soviet Union, and in the U. S. for foreign students and teachers.

Salary Survey

From Page 1

increases were extremely small; for example, \$50 in Cleveland, \$60 in Indianapolis and \$81 in Oakland, Calif.

Sumter, S.C. Lowest

Salaries paid in different parts of the country differed comparably to last year. To Sumter, S.C., went the doubtful distinction of paying the lowest Bachelor's and Master's salaries of any city reporting.

Sumter offers Bachelors a starting salary of \$2,794 a year, going to \$3,586 in 14 years, and Masters \$3,011 to \$3,893 in the same length of time.

Fairbanks, Alaska, gives Bachelors the highest starting pay, \$6,150 a year while Valley Stream, N.Y., claimed the top Bachelors maximum: \$9,900 but only after 35 years. Fairbanks and Anchorage in the 49th state tied for the highest Master's starting, \$6,300, and Valley Stream reported \$10,500 as the top maximum for this degree.

BA Maximum Drops

Dr. Reuter estimated that national average pay for beginning Bachelors at \$1,109, or \$76 more than last year's average. He placed the average BA ceiling at \$6,029, which is \$132 lower than last year, and attributed the drop to the fact that about five per cent of reporting districts have shortened the lane to force teachers into summer study.

"With a step or two eliminated from the top of the lane," Dr. Reuter said, "the teacher with a Bachelor's has a choice of accepting the lower maximum over the years or studying for a Bachelor's plus or Master's status."

"Meanwhile, a trend toward higher starting pay for Bachelors to lure new teachers remains. On the other hand, the national average for beginning Masters is only \$4,402, which is \$6 below last year. The trend among a few districts appears to be to discourage beginning Masters in favor of Bachelors."

Dr. Reuter reported the average ceiling for Masters to be \$6,568, only \$11 higher than the year before, while the beginner with a year beyond the Masters receives \$4,709 on the national average, going to a similar ceiling of \$7,043.

The beginning salary for the Doctorate was reported to average \$4,931 with the current national maximum average, \$7,519.

"Expressed in another way," Dr. Reuter added, "the average

beginning teacher receives only \$293 for a fifth year of study, \$307 for a sixth year and \$222 for a seventh."

"Lack of adequate reward for advanced degrees is the major reason so many teachers fail to secure them."

"A barber in Alabama had a point in noting that he can obtain his training in six months at a cost of \$2,000, while the student teacher spends \$9,000 in five years to obtain a Master's degree."

"The barber is a wage earner for four and one-half years before the teacher has a job and earns as much as the teacher to begin with."

Regional Summaries

From the schedules shown by the survey, Dr. Reuter prepared the following regional summaries which, he said, answers salary questions most frequently received from members:

Northeastern Region

The northeastern region of the nation has an average Bachelor's beginning salary of \$4,060, with the following state averages: Connecticut, \$4,410; Maine, \$3,717; Massachusetts, \$4,136; New Hampshire, \$3,800; New Jersey, \$4,280; New York, \$4,486; Pennsylvania, \$3,969; Rhode Island, \$4,044; and Vermont, \$3,665. While each state in the section raised its average, the sectional raise for the year was only \$78.

For the ceiling for the Bachelor's degree, the state averages are: Connecticut, \$7,000; Maine, \$5,220; Massachusetts, \$6,248; New Hampshire, \$5,391; New Jersey, \$7,114; New York, \$7,256; Pennsylvania, \$6,224; Rhode Island, \$6,175; and Vermont, \$5,831. The sectional average is \$6,274.

The state averages for the beginning Master's degree are: Connecticut, \$4,485; Maine, \$4,072; Massachusetts, \$4,393; New Hampshire, \$4,083; New Jersey, \$4,400; New York, \$4,831; Pennsylvania, \$4,178; Rhode Island, \$4,238; and Vermont, \$3,935. The sectional average is \$4,292.

For the ceiling for the Master's degree, the state averages are: Connecticut, \$7,463; Maine, \$5,609; Massachusetts, \$6,572; New Hampshire, \$5,723; New Jersey, \$7,544; New York, \$7,617; Pennsylvania, \$6,754; Rhode Island, \$6,359; and Vermont, \$6,358. The sectional average is \$6,667.

The state averages for the beginning salary for a year beyond the Master's degree are: Connecticut, \$4,690; Maine, \$4,200; Massachusetts, \$4,652; New Hampshire, \$4,250; New Jersey, \$4,802; New York, \$5,182; Pennsylvania, \$4,423; Rhode Island, \$4,450; and Vermont, \$4,400. The average is \$4,561.

For the ceiling for the sixth year, the state averages are: Connecticut, \$7,728; Maine, \$6,200; Massachusetts, \$6,947; New Hampshire, \$5,850; New Jersey, \$8,222; New York, \$8,108; Pennsylvania, \$7,208; Rhode

Island, \$6,750; and Vermont, \$6,800. Sectional average, \$7,060.

State averages for the beginning salary for the Doctorate are: Connecticut, \$4,581; Maine, \$4,400; Massachusetts, \$4,708; New Hampshire, \$4,700; New Jersey, \$4,921; New York, \$5,539; Pennsylvania, \$4,354; and Rhode Island, \$4,533. Sectional average, \$4,792.

For the ceiling for the Doctorate, the state averages are: Connecticut, \$8,204; Maine, \$6,600; Massachusetts, \$7,235; New Hampshire, \$6,200; New Jersey, \$8,200; New York, \$8,799; Pennsylvania, \$7,765; and Rhode Island, \$6,700. The sectional average is \$7,413.

Central Region

The central section of the nation has an average Bachelor's beginning salary of \$4,250, with the following state averages: Illinois, \$4,542; Indiana, \$4,567; Iowa, \$4,277; Kansas, \$3,995; Michigan, \$4,630; Minnesota, \$4,335; Missouri, \$4,084; Nebraska, \$3,940; North Dakota, \$4,287; Ohio, \$4,133; South Dakota, \$3,963; and Wisconsin, \$4,337. While each state in the section raised its average, the sectional increase for the year was only \$27.

For the ceiling for the Doctorate, the state averages are: Illinois, \$6,622; Indiana, \$6,697; Iowa, \$6,095; Kansas, \$5,439; Michigan, \$7,031; Minnesota, \$7,060; Missouri, \$6,219; Nebraska, \$5,830; North Dakota, \$6,536; Ohio, \$6,207; South Dakota, \$5,066; and Wisconsin, \$6,373. The sectional average is \$6,285.

The state averages for the beginning Master's degree are: Illinois, \$4,893; Indiana, \$4,758; Iowa, \$4,610; Kansas, \$4,164; Michigan, \$4,922; Minnesota, \$4,884; Missouri, \$4,347; Nebraska, \$4,290; North Dakota, \$4,388; Ohio, \$4,407; South Dakota, \$4,619; and Wisconsin, \$4,621. The sectional average is \$4,592.

For the ceiling for the Master's degree, the state averages are: Illinois, \$7,291; Indiana, \$7,537; Iowa, \$6,760; Kansas, \$5,993; Michigan, \$7,445; Minnesota, \$7,588; Missouri, \$6,715; Nebraska, \$6,260; North Dakota, \$7,168; Ohio, \$6,731; South Dakota, \$5,941; and Wisconsin, \$7,066. The sectional average, \$6,874.

The state averages for the beginning salary for a year beyond the Master's degree are: Illinois, \$5,201; Indiana, \$5,167; Iowa, \$4,788; Kansas, \$4,650; Michigan, \$5,193; Minnesota, \$5,181; Missouri, \$4,551; North Dakota, \$4,925; Ohio, \$4,494; South Dakota, \$4,530; and Wisconsin, \$4,857. The sectional average, \$5,067.

For the ceiling for the sixth year, the state averages are: Illinois, \$7,718; Indiana, \$7,891; Iowa, \$6,983; Kansas, \$7,000; Michigan, \$7,793; Minnesota, \$8,252; Missouri, \$7,793; North Dakota, \$7,700; Ohio, \$7,346; South Dakota, \$6,064; and Wisconsin, \$7,331. The sectional average, \$7,403.

The state averages for the beginning salary for the Doctorate are: Illinois, \$5,473; Indiana, \$5,395; Iowa, \$6,000; Kansas, \$4,650; Michigan, \$5,376; Minnesota, \$5,333; Missouri, \$4,920; Nebraska, \$4,850; Ohio, \$4,911; and Wisconsin, \$5,100. The sectional average, \$5,183.

For the ceiling for the Doctorate, the state averages are: Illinois, \$8,563; Indiana, \$8,050; Iowa, \$8,100; Kansas, \$7,537; Michigan, \$8,120; Minnesota, \$8,064; Missouri, \$8,200; Nebraska, \$7,375; Ohio, \$8,014; and Wisconsin, \$8,270. The sectional average, \$8,033.

Southern Region

The southern section of the nation has an average beginning degree salary of \$3,713. State averages: Alabama, \$3,370; Arkansas, \$3,213; Delaware, \$4,250; District of Columbia, \$4,860; Florida, \$3,765; Georgia, \$3,539; Kentucky, \$3,841; Louisiana, \$3,550; Maryland, \$4,320; Mississippi, \$3,433; North Carolina, \$3,408; Oklahoma, \$3,546; South Carolina, \$3,214; Tennessee, \$3,579; Texas, \$3,751; Virginia, \$3,818; and West Virginia, \$3,677. While all states except Arkansas, Oklahoma, and Texas in the section raised their averages, the sectional raise for the year was only \$241.

For the ceiling for the Bachelor's degree, the state averages are: Alabama, \$4,347; Arkansas, \$3,958; Delaware, \$6,750; District of Columbia, \$7,095; Florida, \$5,624; Georgia, \$4,845; Kentucky, \$5,669; Louisiana, \$5,933; Maryland, \$6,870; Mississippi, \$4,471; North Carolina, \$4,909; Oklahoma, \$5,023; South



Substantial salary increase expected in Toledo, O., as the result of a voter-approved 12-mill levy backed by the Toledo Federation of Teachers, Local 250, with a teacher contacting every home in the city. Above, from left, in group of campaigners from one high school, Teachers George Konner, William Bartha, Richard Buchholz, Clark Dimmer and Neil Burson. Buchholz was a ward chairman in the campaign. Of the 12 mills, three were to go for salary increases, new teachers and higher costs. P-TA members supported the teachers, also ringing doorbells.

Salary Survey

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Carolina, \$4,285; Tennessee, \$5,159; Texas, \$4,818; Virginia, \$5,309; and West Virginia, \$4,645. The sectional average, \$5,232.

The state averages for the beginning Master's degree are: Alabama, \$3,779; Arkansas, \$3,464; Delaware, \$4,630; District of Columbia, \$5,300; Florida, \$4,108; Georgia, \$3,779; Kentucky, \$4,098; Louisiana, \$3,763; Maryland, \$4,510; Mississippi, \$3,705; North Carolina, \$3,898; Oklahoma, \$3,714; South Carolina, \$3,371; Tennessee, \$3,787; Texas, \$3,981; Virginia, \$4,099; and West Virginia, \$4,021. The sectional average, \$3,956.

For the ceiling for the Master's, the state averages are: Alabama, \$4,855; Arkansas, \$4,359; Delaware, \$7,400; District of Columbia, \$7,633; Florida, \$6,058; Georgia, \$5,448; Kentucky, \$5,329; Louisiana, \$6,717; Maryland, \$7,290; Mississippi, \$4,806; North Carolina, \$5,396; Oklahoma, \$5,237; South Carolina, \$4,669; Tennessee, \$5,559; Texas, \$5,579; Virginia, \$5,591; and West Virginia, \$5,162. The sectional average, \$5,706.

The state averages for the beginning salary for a year beyond the Master's degree are: Alabama, \$4,060; Delaware, \$5,050; District of Columbia, \$5,500; Florida, \$4,650; Georgia, \$4,911; Kentucky, \$4,299; Maryland, \$5,000; North Carolina, \$3,905; Oklahoma, \$3,600; Tennessee, \$3,330; and Texas, \$4,400. The sectional average, \$4,482.

For the ceiling for the sixth year, the state averages are: Alabama, \$5,239; Delaware, \$8,050; District of Columbia, \$7,848; Florida, \$6,600; Georgia, \$5,793; Kentucky, \$5,371; Maryland, \$7,750; North Carolina, \$5,485; Oklahoma, \$4,950; Tennessee, \$5,778; and Texas, \$6,300. The sectional average, \$6,288.

The state averages for the beginning salary for the Doctorate are: Alabama, \$4,380; Delaware, \$5,450; Florida, \$4,863; Louisiana, \$4,150; Mississippi, \$4,075; North Carolina, \$3,905; Oklahoma, \$3,850; South Carolina, \$4,177; Tennessee, \$3,875; Texas, \$4,638; Virginia, \$4,400; and West Virginia, \$4,030. The sectional average is \$4,316.

For the ceiling for the Doctorate, the state averages are: Delaware, \$8,550; Florida, \$6,438; Louisiana, \$7,550; Mississippi, \$5,233; North Carolina, \$5,485; Oklahoma, \$5,217; South Carolina, \$5,045; Tennessee, \$5,900; Texas, \$6,481; Virginia, \$5,900; and West Virginia, \$5,060. The sectional average, \$6,078.

Western Region

The western section of the nation has an average beginning salary of \$4,413, with the following state averages: Alaska, \$5,800; Arizona, \$4,487; California, \$4,791; Colorado, \$4,267; Hawaii, \$4,020; Idaho, \$4,013; Montana, \$4,482; Nevada, \$4,533; New Mexico, \$4,340; Oregon, \$4,253; Utah, \$3,828; Washington, \$4,203; and Wyoming, \$4,350. While all states except Hawaii and Wash-

ington in the section raised their averages, the sectional stand for the year was \$21 below that of 1959.

For the ceiling for the Bachelor's degree, the state averages are: Alaska, \$7,200; Arizona, \$7,232; California, \$7,173; Colorado, \$6,356; Hawaii, \$6,000; Idaho, \$5,138; Montana, \$6,221; Nevada, \$6,183; New Mexico, \$6,140; Oregon, \$6,318; Utah, \$6,052; Washington, \$5,984; and Wyoming, \$6,220. The sectional average, \$6,324.

The state averages for the beginning Master's degree are: Alaska, \$6,000; Arizona, \$4,827; California, \$5,313; Colorado, \$4,431; Hawaii, \$4,320; Idaho, \$4,267; Montana, \$4,742; Nevada, \$4,933; New Mexico, \$4,660; Oregon, \$4,536; Utah, \$4,035; Washington, \$4,657; and Wyoming, \$4,670. The sectional average, \$4,727.

For the ceiling for the Master's degree, the state averages are: Alaska, \$8,767; Arizona, \$8,045; California, \$8,019; Colorado, \$6,804; Hawaii, \$6,300; Idaho, \$5,615; Montana, \$7,021; Nevada, \$7,320; New Mexico, \$6,790; Oregon, \$6,784; Utah, \$6,283; Washington, \$6,636; and Wyoming, \$6,901. The sectional average, \$7,023.

The state averages for the beginning salary for a year beyond the Master's degree are: Arizona, \$5,060; California, \$5,798; Colorado, \$4,550; Idaho, \$4,460; Nevada, \$5,200; New Mexico, \$4,810; Utah, \$4,044; Washington, \$4,897; and Wyoming, \$5,520. The sectional average, \$4,927.

For the ceiling for the sixth year, the state averages are: Arizona, \$8,570; California, \$8,594; Colorado, \$6,938; Idaho, \$6,220; Nevada, \$7,950; New Mexico, \$7,420; Utah, \$6,444; Washington, \$7,068; and Wyoming, \$7,314. The sectional average, \$7,391.

The state averages for the beginning salary for the Doctorate are: Arizona, \$5,050; California, \$6,057; Nevada, \$5,400; New Mexico, \$5,375; and Washington, \$5,291. The sectional average, \$5,435.

For the ceiling for the Doctorate, the state averages are: Arizona, \$9,010; California, \$9,019; Nevada, \$9,000; New Mexico, \$8,225; and Washington, \$7,514. The sectional average, \$8,553.

The Canal Zone was the only reporting territory. The range in the following categories: \$6,000 to \$8,868 for the Bachelor's degree; \$6,625 to \$9,540 for the Master's; \$6,875 to \$9,809 for the sixth year; and \$6,875 to \$9,809 for the Doctorate.

In conclusion, most teachers received a token raise since 1959, but the raises averaged fewer dollars than for the year before. In many cases the status quo was not maintained because the cost of living increased more than salaries. All states are represented in the study, hence the margin of error is extremely small.

34 Locals Over \$6 Million at Stake in Ohio Top, Four New In Military Service Time Pay Ones Chartered

CHICAGO, Ill.—A total of 34 American Federation of Teachers Locals including 20 unreported previously are shown by their per capita to have made their membership quotas this school year, while four new Locals were chartered since early in November.

The 20 new quota Locals are: Canal Zone—Atlantic Teachers Union, Local 228, Connecticut—New Britain, Local 871, and Wethersfield, Local 1371. Hawaii—Hawaii (Hilo), Local 1279, and Oahu, Local 1127.

Illinois—Lake County, Local 504; Kankakee, Local 886; Illinois School for the Deaf, Jacksonville, Local 919; East St. Louis Dist. 182, Local 1214, and Cahokia-Commonfields, Local 1272.

Also, Indiana—Indianapolis, Local 581. Iowa—Des Moines, Local 600, and Cedar Rapids, Local 716. Michigan—Wayne, Local 689. Minnesota—Brainerd, Local 697; Wayzata, Local 1191, and Buhl, Local 1308.

Also, New Jersey—Bayonne, Local 729. New York—New Rochelle, Local 280. Ohio—Toledo, Local 250.

New Locals chartered are the Mapleton, Colo., Federation of Teachers, Local 1387; the El Camino College, Los Angeles County, Calif., Federation of Teachers, Local 1388; the Illinois Braille and Sight Saving School, Jacksonville, Ill., Federation of Teachers, Local 1389, and the Cheektowaga, N.Y., Federation of Teachers, Local 1390.

Michigan Institute Notebook

DETROIT, Mich.—A 55-page report and manual has been issued on the labor-teachers institute held in Haven Hill this November.

The institute was sponsored by the labor program service and the labor education service of the University of Michigan as well as the Michigan Federation of Teachers and Michigan AFL-CIO Council.

The report, titled "Labor Conference Notebook," contains chapters on labor history, planning, organization, duties of officers, and public relations.

Court Orders Dues Checkoff And Room for School Workers

LOS ANGELES, Calif.—Members and leaders of the Culver City Federation of Teachers, Local 1343, are studying two Superior Court decisions ordering the Compton Elementary School District to make payroll deductions of union dues and supply a school room for union meetings.

The cases were brought by E. L. Batrud, secretary-treasurer of the Los Angeles City and County School Employees Union, Local 99, after the school board flatly

CLEVELAND, O.—Up to \$6 million may be recoverable by Ohio teachers who served in the armed forces if the higher courts sustain a decision of the Common Pleas Court here.

The case is that of Roger Schlueter, sponsored by the Cleveland Teachers Union, Local 279, against the city's board of education to obtain credit on the salary schedule for military service time.

Decision Sweeping

The Common Pleas Court ruled that military veterans, regardless of whether they served before or after their first teaching assignment, are entitled to be placed on the salary schedule at the level they would have reached had they not spent the time in service.

Ralph McAllister, Schlueter's attorney, said this includes fractions of a year. For example, a teacher serving 2½ years and returning to complete his college work before his first teaching assignment would be entitled to



Veteran AFT leader elected to Indiana legislature: Miss Ann Maloney of Gary, past American Federation of Teachers vice-president, and veteran legislative representative as well as recently named executive-secretary, Indiana Council of Teachers Unions, had the second highest number of votes on her Democratic ticket for new state representative at the last election.

denied the dues checkoff and meeting privileges.

Leo Geffner, Local 99 attorney, said the decisions were the first in California on such a request by a public employees union, and that the precedent established gives a union the right to a checkoff and meeting room even though it does not represent the majority of employees.

Geffner interpreted the decisions as of statewide implications.



Mr. Schlueter

2½ increments on the schedule. The board immediately appealed the decision to the Court of Appeals and Paul A. Corey, Local 279 executive secretary, said it appeared probable that it would traverse the complete judicial route.

Schlueter is a war veteran, a Fulbright scholar and a teacher of German in Cleveland's John Marshall High School. Corey said that of the estimated \$5 million at stake in the state, about \$2 million would be subject to claim by Cleveland teachers who are military veterans.

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